

Texas Education Agency
Standard Application System (SAS)

2016–2017 Texas 21st Century Community Learning Centers, Cycle 9, Year 1

Program authority:	Elementary and Secondary Education Act Title IV, Part B as amended by the No Child Left Behind Act	FOR TEA USE ONLY Write NOGA ID here: <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="writing-mode: vertical-rl; transform: rotate(180deg);">DOCUMENT CONTROL CENTER GRANTS ADMINISTRATION</div> <div style="writing-mode: vertical-rl; transform: rotate(180deg);">2016 MAR 23 PM 3:09</div> <div style="writing-mode: vertical-rl; transform: rotate(180deg);">RECEIVED TEXAS EDUCATION AGENCY</div> </div>
Grant Period	August 1, 2016, to July 31, 2017	
Application deadline:	5:00 p.m. Central Time, March 29, 2016	
Submittal information:	Three complete copies of the application, at least one with an original signature (blue ink preferred), must be received no later than the aforementioned time and date at this address: <div style="text-align: center;"> Document Control Center, Division of Grants Administration Texas Education Agency 1701 North Congress Ave Austin, TX 78701-1494 </div>	
Contact information:	<u>21stCentury@tea.texas.gov</u>	

Schedule #1—General Information

Part 1: Applicant Information

Organization name	County-District #		Amendment #
Education Service Center, Region 13	227-950		
Vendor ID #	ESC Region #	DUNS #	
741590220	13	04-2979604	
Mailing address	City	State	ZIP Code
5701 Springdale Road	Austin	TX	78729-3646
Primary Contact			
First name	M.I.	Last name	Title
Willa		Rosen	Project Director
Telephone #	Email address		FAX #
512.919.5326	willa.rosen@esc13.txed.net		512.919.5155
Secondary Contact			
First name	M.I.	Last name	Title
Ralph		Smith	Grants Coordinator
Telephone #	Email address		FAX #
512.919.5236	ralph.smith@esc13.txed.net		512.919.5374

Part 2: Certification and Incorporation

I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I further certify that any ensuing program and activity will be conducted in accordance with all applicable federal and state laws and regulations, application guidelines and instructions, the general provisions and assurances, debarment and suspension certification, lobbying certification requirements, special provisions and assurances, and the schedules attached as applicable. **It is understood by the applicant that this application constitutes an offer and, if accepted by the Agency or renegotiated to acceptance, will form a binding agreement.**

Authorized Official:

First name	M.I.	Last name	Title
Rich		Elsasser	Executive Director
Telephone #	Email address		FAX #
512.919.5301	rich.elsasser@esc13.txed.net		512.919.5374
Signature (blue ink preferred)		Date signed	

Signature (blue ink preferred)

Date signed

March 27, 2016

Only the legally responsible party may sign this application.

701-16-102-003

Schedule #1—General Information (cont.)County-district number or vendor ID: **227-950**

Amendment # (for amendments only):

Part 3: Schedules Required for New or Amended Applications

An X in the "New" column indicates a required schedule that must be submitted as part of any new application. The applicant must mark the "New" checkbox for each additional schedule submitted to complete the application.

For amended applications, the applicant must mark the "Amended" checkbox for each schedule being submitted as part of the amendment.

Schedule #	Schedule Name	Application Type	
		New	Amended
1	General Information	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2	Required Attachments and Provisions and Assurances	<input checked="" type="checkbox"/>	N/A
3	Certification of Shared Services	<input checked="" type="checkbox"/>	<input type="checkbox"/>
4	Request for Amendment	N/A	<input type="checkbox"/>
5	Program Executive Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6	Program Budget Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
7	Payroll Costs (6100)	See Important Note For Competitive Grant*	<input type="checkbox"/>
8	Professional and Contracted Services (6200)		<input type="checkbox"/>
9	Supplies and Materials (6300)		<input type="checkbox"/>
10	Other Operating Costs (6400)		<input type="checkbox"/>
11	Capital Outlay (6600)		<input type="checkbox"/>
12	Demographics and Participants to Be Served with Grant Funds	<input checked="" type="checkbox"/>	<input type="checkbox"/>
13	Needs Assessment	<input checked="" type="checkbox"/>	<input type="checkbox"/>
14	Management Plan	<input checked="" type="checkbox"/>	<input type="checkbox"/>
15	Project Evaluation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
16	Responses to Statutory Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
17	Responses to TEA Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
18	Equitable Access and Participation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
19	Private Nonprofit School Participation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
21	Program Information Addendum	<input checked="" type="checkbox"/>	N/A

***IMPORTANT NOTE FOR COMPETITIVE GRANTS:** Schedules #7, #8, #9, #10 and #11 are required schedules if any dollar amount is entered for the corresponding class/object code on Schedule #6—Program Budget Summary. For example, if any dollar amount is budgeted for class/object code 6100 on Schedule #6—Program Budget Summary, then Schedule #7—Payroll Costs (6100) is required. If it is either blank or missing from the application, **the application will be disqualified.**

Part 4: Single Audit Compliance for IHEs and Nonprofit Organizations

INSTRUCTIONS: This part of Schedule #1 is required only for colleges, universities, and nonprofit organizations (other than open-enrollment charter schools)

Enter the start and end dates of your fiscal year in Section 1.

In Section 2, check the appropriate box to indicate whether or not your organization is included in the annual statewide single audit.

Public IHEs are generally included, and nonprofit organizations are generally not included.

Section 1: Applicant Organization's Fiscal Year

Start date (MM/DD):

End date (MM/DD):

Section 2: Applicant Organizations and the Texas Statewide Single AuditYes: ☐No: ☐**For TEA Use Only**

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 227-950

Amendment # (for amendments only):

Part 1: Required Attachments

The following table lists the fiscal-related and program-related documents that are required to be submitted with the application (attached to the back of each copy, as an appendix).

#	Applicant Type	Name of Required Fiscal-Related Attachment
1.	Nonprofit organizations, excluding ISDs and open-enrollment charter schools	Proof of nonprofit status (see <u>General and Fiscal Guidelines</u> , Required Fiscal-Related Attachments, for details)
#	Name of Required Program-Related Attachment	Description of Required Program-Related Attachment
1.	Written Agreements	Written agreements or memoranda of understanding are required for partnerships involving school districts, community-based organizations, or other organizations that work on behalf of the contractor to manage the daily operations of the program. Written agreements are also required for partners that are significantly involved in the development and/or implementation of the program. They are not required for providers of single services, such as a physical activity provider or instructional coach. For example, a district may act as the fiscal agent but manage a contract for a provider to operate the program or host programs at school or non-school locations.

Part 2: Acceptance and Compliance

By marking an X in each of the boxes below, the authorized official who signs Schedule #1—General Information certifies his or her acceptance of and compliance with all of the following guidelines, provisions, and assurances.

Note that provisions and assurances specific to this program are listed separately, in Part 3 of this schedule, and require a separate certification.

X	Acceptance and Compliance
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the <u>General and Fiscal Guidelines</u> .
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the program guidelines for this grant.
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with all <u>General Provisions and Assurances</u> requirements.
<input checked="" type="checkbox"/>	I certify that I am not debarred or suspended. I also certify my acceptance of and compliance with all <u>Debarment and Suspension Certification</u> requirements.
<input checked="" type="checkbox"/>	I certify that this organization does not spend federal appropriated funds for lobbying activities and certify my acceptance of and compliance with all <u>Lobbying Certification</u> requirements.
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with <u>No Child Left Behind Act of 2001 Provisions and Assurances</u> requirements.

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Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 227-950

Amendment # (for amendments only):

Part 3: Program-Specific Provisions and Assurances☒ I certify my acceptance of and compliance with all program-specific provisions and assurances listed below.

#	Provision/Assurance
1.	The applicant provides assurance that funds awarded under this program will be used to increase the level of state, local, and other non-federal funds that would, in the absence of funds under this part, be made available for programs and activities authorized under this part, and in no case supplant federal, state, local, or non-federal funds.
2.	The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
3.	The applicant provides assurance that the program will take place in a safe and accessible facility.
4.	The applicant provides assurance that the proposed program was developed, and will be carried out in active collaboration with the schools that students attend.
5.	The applicant provides assurance that the program will target students who attend schools eligible for schoolwide programs and the families of such students.
6.	The applicant provides assurance that the community has been given notice of an intent to submit an application and that the application and any waiver request will be available for public review after submission of the application.
7.	The applicant provides assurance that it has selected feeders and centers in a manner designed to serve students that are most in need of the additional services based on a comprehensive systematic assessment of the needs of students and families and the resources of campuses and the community. The applicant also provides assurance that it will annually conduct a needs assessment and an updated program implementation plan based on the results of the annual needs assessment.
8.	The applicant provides assurance that it will comply with all reporting schedules and deadlines including data entry schedules, as required for state and federal reporting.

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Schedule #3—Certification of Shared Services

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Amendment # (for amendments only):

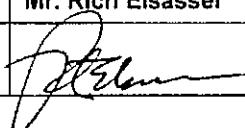
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Any additional funds that result from an increase will not require additional signatures. **Each member identified below acknowledges accountability for the requirements contained in the provisions and assurances listed in Schedule #2, Parts 2 and 3, as applicable.** Each member entity certifies its agreement to participate in this SSA, as stated throughout this grant application.

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Fiscal Agent				
1.	227-950	Mr. Rich Elsasser	512.919.5301	\$177,001
	Region 13 Education Service Center		rich.elsasser@esc13.txed.net	
Member Districts				
2.	014-902	Mr. Brett Springston	(254) 527-3353	\$187,000
	Bartlett Schools		bspringston@bartlett.txed.net	
3.	166-904	Dr. Denise Monzingo	(512) 430-6000	\$550,800
	Rockdale ISD		dmonzingo@rockdaleisd.net	
4.	105-801	Ms. Jordan Pierce	(512) 847-6867	\$157,400
	Katherine Anne Porter School		jelllott@kapschool.org	
5.	None/Private School	Dr. Ned Vanders	(512) 949-2498	\$190,740
	Diocese of Austin		ned_vanders@austindiocese.org	
6.	227-805	Mr. David Nowlin	(512) 494-1076	\$351,800
	Texas Empowerment Academy		dnowlin@texasempowerment.org	
7.	011-904	Dr. Rock McNulty	(512) 237-2487	\$185,259
	Smithville ISD		rmcnulty@smithvilleisd.org	
			Grand Total:	\$1,800,000

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Standard Application System (SAS)

Schedule #3—Certification of Shared Services

County-district number or vendor ID: **227-950** Amendment # (for amendments only):

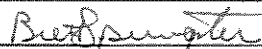
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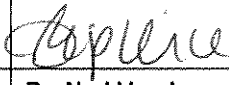
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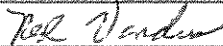
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County-district number or vendor ID: **227-950**

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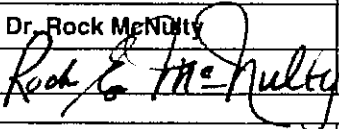
I, as one of the below member entity authorized officials, certify that to the best of my knowledge, the information contained in this application is correct and complete, that the entity that I represent has authorized me to file this application, and that such authorization action is recorded in the minutes of the local agency's board meeting.

The participating or intermediate education agency named has been designated as the administrative and fiscal agent for this project and is authorized to receive and expend funds for the conduct of this project. The fiscal agent is accountable for all shared services arrangement (SSA) activities and is therefore responsible for ensuring that all funds including payments to members of SSAs are expended in accordance with applicable laws and regulations.

All participating agencies have entered into a written SSA agreement that describes the responsibilities of the fiscal agent and SSA members, including the refund liability that may result from on-site monitoring or audits and the final disposition of equipment, facilities, and materials purchased for this project from funds specified below.

It is understood that the fiscal agent is responsible for the refund for any exceptions taken as a result of on-site monitoring or audits; however, based upon the SSA agreement, which must be on file with the fiscal agent for review, the fiscal agent may have recourse to the member agencies where the discrepancy(ies) occurred.

Any additional funds that result from an increase will not require additional signatures. **Each member identified below acknowledges accountability for the requirements contained in the provisions and assurances listed in Schedule #2, Parts 2 and 3, as applicable.** Each member entity certifies its agreement to participate in this SSA, as stated throughout this grant application.

#	County-District # and Name	Authorized Official Name and Signature	Telephone Number and Email Address	Funding Amount
Fiscal Agent				
1.	227-950	Dr. Rich Elsasser	512.919.5301	\$177,001
	Region 13 Education Service Center		rich.elsasser@esc13.txed.net	
Member Districts				
2.	014-902	Mr. Brett Springston	(254) 527-3353	\$187,000
	Bartlett Schools		bspringston@bartlett.txed.net	
3.	166-904	Dr. Denise Monzingo	(512) 430-6000	\$550,800
	Rockdale ISD		dmonzingo@rockdaleisd.net	
4.	105-801	Ms. Jordan Pierce	(512) 847-6867	\$157,400
	Katherine Anne Porter School		jelliott@kapschool.org	
5.	None/Private School	Dr. Ned Vanders	(512) 949-2498	\$190,740
	Diocese of Austin		ned_vanders@austindiocese.org	
6.	227-805	Mr. David Nowlin	(512) 494-1076	\$351,800
	Texas Empowerment Academy		dnowlin@texasempowerment.org	
7.	011-904	Dr. Rock McNulty	(512) 237-2487	\$185,259
	Smithville ISD		rmcnulty@smithvilleisd.org	
			Grand Total:	\$1,800,000

Schedule #5—Program Executive Summary

County-district number or vendor ID: 227-950

Amendment # (for amendments only):

Provide an overview of the program you plan to deliver. Be sure to address fundamental issues such as an overview of your community, the need for the program, and a general description of the program to be implemented. Be sure to align your description with the purpose and goals of this Request for Application. Address new and expanded services that will be made available by the program. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

The Central Texas ACE Collaboration (CTAC) is seeking to systemically reform designated campuses by providing high quality Out of School Time (OST) programming to partner schools in Central Texas. **CTAC is a partnership of targeted campuses in Central Texas managed jointly through a partnership of Education Service Center, Region 13 (ESC 13) and the Austin Community College (ACC).** All partner schools have challenges with student achievement on STAAR and benchmark testing and high student social/emotional needs with limited pathways to higher education and career exploration. **The partner schools include Rockdale High School, Junior High School, Intermediate and Elementary campuses, Brown Primary School, Smithville Elementary School and Smithville Junior High School in Smithville ISD, two campuses at the Texas Empowerment Academy charter school in East Austin, all students grades Pre-Kindergarten to twelfth grade in Bartlett ISD, the Katherine Anne Porter Charter school in Wimberly and San Juan Diego Catholic High School, a private, non-profit school that operates as a part of the Catholic Diocese of Austin.** As a result of a comprehensive data analysis of all schools in the Central Texas completed in February 2016, the following program objectives were created:

Objective 1: By May 2019, 80% of all students will pass all sections of STAAR/EOC testing at all campuses.

Objective 2: By May 2019, the attendance rates for each campus will increase to 98.5% as measured by the average daily attendance rate.

Objective 3: By May 2019, the number of behavioral referrals for each campus will decrease by 10% as measured PEIMS data.

Objective 4: By May 2019, the promotion rate will increase to 99% as measured PEIMS data.

Objective 5: By May 2019, the number of students graduating in a timely manner will increase to 95% as measured PEIMS data.

CTAC's 12 partner schools, served in 10 centers, have great needs in terms of poverty, mobility, at-risk student behavior, and academic achievement gaps, particularly with English language learners. **Two of the ten centers are serving students attending campuses identified as needing improvement: Bartlett Schools, Smithville Elementary and Brown Primary. Of the total number of regular attendees projected for this project, 24.9% (240 of 965) of students attend these struggling campuses.** As compared with the 2014-15 TEA State of Texas Academic Performance Report, this CTAC partners schools will serve a 10% higher than average rate of economically disadvantaged students and a 1.3% higher than average rate of students in disciplinary settings. **ESC 13 conducted an intensive data analysis of STAAR testing results** and approached schools struggling with low academic achievement. Schools with strong district and community leadership that are deeply committed to building and sustaining this project were invited to join the collaboration. Budgets were developed via meetings between ESC 13 and ACC staff, principals, and district leaders, with input from families, community members, school day teachers, and school faculty.

Key academic acceleration components of the CTAC feature intensive academic tutoring, academic enrichment, technology training, and extracurricular learning for enrolled students and their family members. CTAC will offer high quality learning opportunities in a safe and secure environment to students who have been identified by their campus administration, teachers or parents as needing additional academic or behavioral assistance. Each school will offer before-school learning time to provide academic assistance. After school, students will have a range of learning opportunities, including homework assistance, tutoring in core academic areas, technology, fine arts, health/wellness, college and career exploration opportunities, and physical fitness. **Each day, students will participate in a minimum of one academic activity and one TEKS-aligned enrichment activity.** These programs will be offered four to five days per week during the school year and no less than four days per week, for a minimum of four hours per day for six weeks in the June-July summer program, with occasional special weekend and evening activities. The goal of these activities is to provide academic enrichment and acceleration and more in-depth opportunities for enriched learning.

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By TEA staff person:

Schedule #5—Program Executive Summary (cont.)

County-district number or vendor ID: 227-950

Amendment # (for amendments only):

Provide an overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

The Project Director and Family Engagement Specialist will work collaboratively with Site Coordinators and school leaders to ensure high program quality and fidelity with evidence-based practice. **ACC will offer a range of career readiness opportunities for family members and high school students at four campuses. These classes will allow both family members and high school students to receive career certification in the medical, trade, and technology fields.** Pre-Kindergarten, elementary and junior high school students will have a range of choices for TEKS-aligned enrichment classes that build college and career readiness skills. Finally, field trips to regional universities, colleges and career training centers are planned for the summer program to introduce students to post-secondary education.

Family engagement strategies seek to increase bonding between families and schools and improve family member's capacity to advocate for themselves and their children. Given the small schools, cultural barriers and geographic challenges of regular parent involvement, CTAC is proposing to offer evidence-based strategies that follow the concepts of **The Dual Capacity Building Framework for Family-School Partnerships**. Each CTAC campus will offer targeted parent and family learning opportunities, including parenting classes, strategies to support student learning, English as a Second Language classes, technology training, and college/career preparation activities maximizing the partnership with ACC. Components of this program include Parent University, a project-wide curriculum that is completely customizable to each school's needs data and survey feedback. These classes seek to build on existing parenting skills in an informative and relational manner. Given the STAAR testing data, a major theme of the program is to bolster adult language skills, literacy and support for student educational development.

Many diverse community partners will participate in these programs to support OST efforts. Building parent and community support will provide a foundation for an effective and sustainable program. **Each school district will continue to strengthen their existing Community ACE Task Force (CATF).** The CATF members will be comprised of 50% of family members of students currently in the program to ensure cultural and demographic diversity that reflects the school. The remaining slots will be filled by business owners, civic leaders, educators and other volunteers. ESC 13 will host a quarterly Council of CATF meetings, responsible for looking at the overall sustainability of the project, as well as sharing information, resources, and successes with the individual center-level CATFs. **All CTAC school boards have demonstrated their overwhelming support for the program and are fully committed to continuing the successful elements of the program after the grant period is over.** Strategies for sustainability include charitable, local, state and federal funds, fee-based activities on a sliding scale and in-kind program activities from partners.

A comprehensive evaluation with all partners will help to guide this project toward achieving its stated goals and objectives. **Through work in Cycle 7, CTAC has established a clear and well-defined evaluation plan.** Surveys, measurement tools and data collection methods have been established and will continue into Cycle 9. **Frequent evaluation reports and feedback will highlight the achievements of this collaboration, which will ultimately support sustainability efforts.** The evaluation will provide opportunities for ongoing program and system-level improvement. The evaluator will visit each site a minimum of one time per semester and report results to the Project Director, Family Engagement Specialist and district/campus leaders.

ESC 13 is the regional leader in providing professional development, technical assistance and support to schools in Central Texas. Given the large number of schools, teachers, paraprofessionals, volunteers and community partners involved in this project, ongoing training is critical to achieve success and meet the stated objectives. **ESC 13 will offer a range of virtual and face to face learning opportunities to meet the needs of all CTAC partners.** ESC 13 and ACC will visit each site a minimum of one time per month and more frequently if there are issues to troubleshoot. Site Coordinators will attend one meeting per month at ESC 13 or ACC. Webinars will be held a minimum of one time per month, using the Zoom platform, so that busy school leaders and teachers can view updates and professional development classes remotely. A Zoom app is available for smartphones, for maximized accessibility. **ESC 13 will tap the expertise of Education Specialists in English/Language Arts, Math, Science, Educational Leadership, College and Career Readiness, Homeless and Behavior to assist with needs and challenges at the partner schools.**

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Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #6—Program Budget Summary

County-district number or vendor ID: 227-950			Amendment # (for amendments only):		
Program authority: Elementary and Secondary Education Act Title IV, Part B as amended by NCLB					
Grant period: August 1, 2016, to July 31, 2017			Fund code/shared services arrangement code: 265/352		
Budget Summary					
Schedule #	Title	Class/ Object Code	Program Cost	Admin Cost	Total Budgeted Cost
Schedule #7	Payroll Costs (6100)	6100	\$1,312,787	\$0	\$1,312,787
Schedule #8	Professional and Contracted Services (6200)	6200	\$238,529	\$30,000	\$268,529
	Supplies and Materials (6300)	6300	\$105,975	\$0	\$105,975
Schedule #10	Other Operating Costs (6400)	6400	\$105,708	\$0	\$105,708
Schedule #11	Capital Outlay (6600)	6600	\$0	\$0	\$0
	Consolidate Administrative Funds			<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
Total direct costs:			\$1,762,999	\$30,000	\$1,792,999
5.5% indirect costs (see note):			N/A	\$7,001	\$7,001
Grand total of budgeted costs (add all entries in each column):			\$1,762,999	\$37,001	\$1,800,000
Shared Services Arrangement					
6493	Payments to member districts of shared services arrangements		\$1,592,999	\$30,000	\$1,692,999
Administrative Cost Calculation					
Enter the total grant amount requested:					\$1,800,000
Percentage limit on administrative costs established for the program (5%):					× .05
Multiply and round down to the nearest whole dollar. Enter the result.					\$90,000
This is the maximum amount allowable for administrative costs, including indirect costs:					

NOTE: Indirect costs are calculated and reimbursed based on actual expenditures when reported in the expenditure reporting system, regardless of the amount budgeted and approved in the grant application. If indirect costs are claimed, they are part of the total grant award amount. They are not in addition to the grant award amount.

Indirect costs are not required to be budgeted in the grant application in order to be charged to the grant. Do not submit an amendment solely for the purpose of budgeting indirect costs.

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Schedule #7—Payroll Costs (6100)

County-district number or vendor ID: 227-950		Amendment # (for amendments only):	
Employee Position Title	Estimated # of Positions 100% Grant Funded	Estimated # of Positions <100% Grant Funded	Grant Amount Budgeted
Academic/Instructional			
1 Teacher			\$
2 Educational aide			\$
3 Tutor			\$
Program Management and Administration			
4 Project director (required)	1		\$75,757
5 Site coordinator (required)	10		\$444,900
6 Family engagement specialist (required)	1		\$57,013
7 Secretary/administrative assistant			\$
8 Data entry clerk			\$
9 Grant accountant/bookkeeper			\$
10 Evaluator/evaluation specialist			\$
Auxiliary			
11 Counselor			\$
12 Social worker			\$
Education Service Center (to be completed by ESC only when ESC is the applicant)			
13 ESC specialist/consultant			\$
14 ESC coordinator/manager/supervisor			\$
15 ESC support staff			\$
16 ESC other			\$
17 ESC other			\$
18 ESC other			\$
Other Employee Positions			
19 Title			\$
20 Title			\$
21 Title			\$
22	Subtotal employee costs:		\$577,670
Substitute, Extra-Duty Pay, Benefits Costs			
23 6112 Substitute pay			\$
24 6119 Professional staff extra-duty pay			\$481,277
25 6121 Support staff extra-duty pay			\$105,400
26 6140 Employee benefits			\$148,440
27 61XX Tuition remission (IHEs only)			\$
28	Subtotal substitute, extra-duty, benefits costs		\$735,117
29	Grand total (Subtotal employee costs plus subtotal substitute, extra-duty, benefits costs):		\$1,312,787

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration Administering a Grant page.

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By TEA staff person:

Schedule #8—Professional and Contracted Services (6200)		
County-district number or vendor ID: 227-950		Amendment # (for amendments only):
NOTE: Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider.		
Professional and Contracted Services Requiring Specific Approval		
Expense Item Description		Grant Amount Budgeted
6269	Rental or lease of buildings, space in buildings, or land	\$6,205
	Specify purpose: Building use, LAN line, telephone and long distance at ESC 13.	
a. Subtotal of professional and contracted services (6200) costs requiring specific approval:		\$6,205
Professional and Contracted Services		
#	Description of Service and Purpose	Grant Amount Budgeted
1	External Evaluator- Per grant requirements to review data and processes.	\$30,000
2	Boys and Girls Club of Austin – Provides youth development activities in Smithville ISD	\$24,500
3	Austin Community College – Provides career training to students and parents.	\$84,815
4		\$
5		\$
6		\$
7		\$
8		\$
9		\$
10		\$
11		\$
12		\$
13		\$
14		\$
b. Subtotal of professional and contracted services:		\$139,315
c. Remaining 6200—Professional and contracted services that do not require specific approval:		\$123,009
(Sum of lines a, b, and c) Grand total		\$268,529

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration Administering a Grant page.

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Schedule #9—Supplies and Materials (6300)

County-District Number or Vendor ID: 227-950		Amendment number (for amendments only):
Expense Item Description		Grant Amount Budgeted
6300	Total supplies and materials that do not require specific approval:	\$105,975
Grand total:		\$105,975

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration Administering a Grant page.

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Schedule #10—Other Operating Costs (6400)		
County-District Number or Vendor ID: 227-950		Amendment number (for amendments only):
Expense Item Description		Grant Amount Budgeted
6411	Out-of-state travel for employees. Must be allowable per Program Guidelines and must attach Out-of-State Travel Justification Form.	\$
6412	Travel for students to conferences (does not include field trips). Requires authorization in writing.	\$
	Specify purpose:	
6412/ 6494	Educational Field Trip(s). Must be allowable per Program Guidelines.	\$8,100
6413	Stipends for non-employees other than those included in 6419	\$
6419	Non-employee costs for conferences. Requires authorization in writing.	\$
Subtotal other operating costs requiring specific approval:		\$
	Remaining 6400—Other operating costs that do not require specific approval:	\$97,608
Grand total:		\$105,708

In-state travel for employees does not require specific approval.

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration Administering a Grant page.

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Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Schedule #12—Demographics and Participants to Be Served with Grant FundsCounty-district number or vendor ID: **227-950**

Amendment # (for amendments only):

Part 1: Student Demographics. Enter the data requested for the population to be served by this grant program. If data is not available, enter DNA. Use the comments section to add a description of any data not specifically requested that is important to understanding the population to be served by this grant program.

Total enrollment:			2676	
Category	Number	Percentage	Category	Percentage
African American	481	17.96%	Attendance rate	95.92%
Hispanic	1,174	43.86%	Annual dropout rate (Gr 9-12)	0.13%
White	950	35.48%	Students taking the ACT and/or SAT	6.76%
Asian*	15	.57%	Average SAT score (number value, not a percentage)	1,564
Economically disadvantaged	1,827	68.28%	Average ACT score (number value, not a percentage)	12.7
Limited English proficient (LEP)	146	5.46%	Students classified as "at risk" per Texas Education Code §29.081(d)	34.45%
Disciplinary placements	77	2.88%		

Comments:

Two of the ten centers are serving students attending campuses identified as needing improvement (Bartlett Schools and Smithville Elementary/Brown Primary). Of the total number of regular attendees projected for this project 24.9% (240 of 965) students attend these struggling campuses. As compared with the 2014-15 TEA State of Texas Academic Performance Report, this project will serve a 10% higher than average rate of economically disadvantaged students and a 1.3% higher than average rate of students in disciplinary settings. The population served by the 10 centers are ethnically diverse and reflect the unique communities served by this project. The students in this project come from eight public schools, three charter schools and one private non-profit campus.

*Ethnic and racial demographic statistics are reflective only of the provided categories, students who identified outside of the provided categories are not represented, but make up 2.13% of the total population.

Part 2: Teacher Demographics. Enter the data requested. If data is not available, enter DNA.

Comments: Ethnic and racial demographic statistics are reflective only of the provided categories, teachers who identified outside of the provided categories are not represented, but make up 2.13% of the total population.

Category	Number	Percentage	Category	Number	Percentage
African American	34	22.13%	No degree	0	0%
Hispanic	11	4.53%	Bachelor's degree	162	75.34%
White	166	70.61%	Master's degree	33	15.35%
Asian*	0	0%	Doctorate	3	1.4%
1-5 years exp.	76	35.35%	Avg. salary, 1-5 years exp.	39,041	N/A
6-10 years exp.	31	14.42%	Avg. salary, 6-10 years exp.	41,900	N/A
11-20 years exp.	41	19.10%	Avg. salary, 11-20 years exp.	44,884	N/A
Over 20 years exp.	25	11.63%	Avg. salary, over 20 years exp.	51,377	N/A

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Schedule #12—Demographics and Participants to Be Served with Grant Funds (cont.)

County-district number or vendor ID: 227-950

Amendment # (for amendments only):

Part 3: Students to Be Served with Grant Funds. Enter the number of students in each grade, by type of school, projected to be served under the grant program.

School Type	PK (3-4)	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Public	107	130	162	162	211	178	203	172	160	154	167	129	125	145	2,205
Open-enrollment charter school	0	30	35	34	35	34	30	24	32	17	43	38	48	45	445
Public institution	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Private nonprofit	0	0	0	0	0	0	0	0	0	13	41	29	37	38	158
Private for-profit	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
TOTAL:	107	160	197	196	246	212	233	196	192	184	254	196	210	228	2,808

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Schedule #13—Needs AssessmentCounty-district number or vendor ID: **227-950**

Amendment # (for amendments only):

Part 1: Process Description. A needs assessment is a systematic process for identifying and prioritizing needs and resources. Needs are defined as the area, or gap, between current performance and the desired result. Describe the process for objectively assessing the needs and resources for this program, including a description of the process for prioritizing multiple needs and aligning proposed activities to meet the needs, including the needs of working families. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

ESC 13 and ACC conducted a regional data analysis to identify communities that could benefit from ACE resources in reasonable proximity to the fiscal agent. The ESC 13 System Support Department conducted a needs assessment based on academic achievement data on 2015 STAAR tests results. Likewise, 2010 Census data indicates significant community gaps for educational achievement, income and poverty, which are well below averages for Texas. Many of the students in these schools come from single parent families, or families where both parents work outside the home, creating challenges with supervision during out-of-school time, which are exacerbated by limited resources in the community. All schools have limited opportunity for career exploration and lack of accessibility to workforce development tools. Data highlights include:

Community Needs from 2010 Census Data	Percent of High School Graduates	Percentage of Adults with a College Degree	Language Other Than English Spoken at Home	Per Capita Income	Persons Below Poverty
Rockdale, TX	86.0%	19.1%	15.9%	18,708	26.1%
Smithville TX	48.5%	8.1%	13.9%	20,709	16.5%
Austin, TX	87.0%	46.0%	32.6%	32,672	19.0%
Wimberley, TX	93.6%	32.7%	8.8%	30,677	22.1%
Bartlett, TX	67.2%	3.7%	33.8%	13,399	15.8%

After approaching district and campus leaders, each community identified campuses with large gaps in academic achievement paired with high levels of administrator, parent and community support for ACE Programing. Data reviewed indicated the following:

CTAC Campuses	2015 STAAR Reading: % of students passing	2015 STAAR Math: % of all students passing	2015 STAAR Science: % of students passing	2015 STAAR Social Studies: % of students passing
Bartlett Schools	61%	70%	60%	41%
Smithville Elementary	72%	N/A	67%	N/A
Katherine Anne Porter School	83%	57%	82%	100%
Rockdale Elementary	77%	N/A	51%	N/A
Rockdale Intermediate	77%	N/A	51%	N/A
Rockdale Junior High School	81%	100%	65%	55%
Rockdale High School	70%	78%	93%	93%
San Juan Diego Catholic HS	N/A	N/A	N/A	N/A
Texas Empowerment Academy	82%	100%	96%	89%
Texas Empowerment Academy Elem.	76%	N/A	67%	N/A

*Results paired with Smithville Elementary campus.

Each district participating in the Shared Services Arrangement completed the PRIME Blueprint Appendix 3 – The Needs/Asset Inventories. The stakeholders who participated in this process include district leaders, campus principals and administrators, teachers, parents, representatives from Austin Community College and other local community partners. This information and the campus improvement plans identified the following key issues. One, the need for increased instruction and academic acceleration of ELL, minority, and economically disadvantaged students who are not performing on grade level. Two, there are limited family involvement and adult education opportunities available in the participating communities and the out-of-school time opportunities are either too expensive for lower income families or are sporadically offered. Three, the majority of these opportunities do not address academic needs and are strictly recreational. Four, students have limited exposure to post-secondary higher education and career exploration opportunities outside of school time.

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Schedule #13—Needs Assessment (cont.)

County-district number or vendor ID: 227-950

Amendment # (for amendments only):

Part 2: Alignment with Grant Goals and Objectives. List the five highest-priority "Identified Needs", in order of importance with 1 being the highest level of importance, that the needs assessment process produced. Describe how this proposal would effectively address the need and attain the desired result, including the needs of working families. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Identified Need	How Implemented Grant Program Would Address
1.	Improve Academic Performance Objective 1: By May 2019, 80% of all students will pass all sections of STAAR/EOC testing at all campuses.	<ul style="list-style-type: none"> • Intensive TEKS-aligned tutorials in language arts, math, science and social studies • Homework help and monitoring sessions before and after-school • Intensive summer camp training in language arts, math, and science • High engagement enrichment activities that are aligned with school-day curriculum • Computer lab tutorials and extended access before and after school • Expanded library services • Creative writing and literacy activities for students and their families • Engineering and robotics activities • Problem-solving and skill building activities • Science activities and labs • Service learning opportunities • Test-taking and study skills practice sessions
2.	Improve Attendance Objective 2: By May 2019, the attendance rates for each campus will increase to 98.5% as measured by the average daily attendance rate.	<ul style="list-style-type: none"> • High engagement enrichment activities based on student interest survey data • Parent University classes focusing on the importance of regular attendance, health/wellness and goal-setting • Hands-on career training for secondary students • Social/emotional learning activities to increase protective factors • Site Coordinator participation in campus RtI teams • Peer to peer support groups
3.	Improve Behavior Objective 3: By May 2019, the number of behavioral referrals for each campus will decrease by 10% as measured PEIMS data.	<ul style="list-style-type: none"> • High engagement enrichment activities based on student interest survey data • Site Coordinator serving on campus RtI teams • Peer to peer support groups • Social skills groups to address social and emotional learning • Partner with community organizations which offer counseling to reduce disciplinary referrals • Parent University classes to educate family members
4.	Improve Promotion Rates Objective 4: By May 2019, the promotion rate will increase to 99% as measured PEIMS data.	<ul style="list-style-type: none"> • Site Coordinator participation in campus RtI teams • Offer tutorials for students who are failing one or more classes • Career development activities • College awareness and career goals and events • Offer sessions for students and parents on Critical Thinking Skills • School to career activities
5.	Improve Graduation Rates Objective 5: By May 2019, the number of students graduating in a timely manner will increase to 95% as measured PEIMS data.	<ul style="list-style-type: none"> • Site Coordinator participation in campus RtI team • Career development activities • College awareness and career goals and events • Critical Thinking Skills • Goal setting workshops for students and families

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Schedule #14—Management PlanCounty-district number or vendor ID: **227-950**

Amendment # (for amendments only):

Part 1: Staff Qualifications. List the titles of the primary project personnel and any external consultants projected to be involved in the implementation and delivery of the program, along with desired qualifications, experience, and any requested certifications. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Title	Desired Qualifications, Experience, Certifications
1.	Project Director	Willa Rosen, LCSW, LCDC has a Master's Degree in Social Work and 15 years of experience serving as a Project Director for Texas ACE programs from the USDE and the TEA. She has over 26 years of experience working with at-risk youth, in school districts and non-profit organizations and frequently presents at conferences on 21 st CCLC programs.
2.	Site Coordinator(s)	Site Coordinators will have: Bachelor's Degree in education or related field, work with high risk families, staff supervision, community resources knowledge and ACE program expertise.
3.	Family Engagement Specialist	Tonda Turner, BSW, has over 25 years of experience in social work and education. She has held family engagement positions for the past 7 years, including ACE programs. Prior work experiences include early childhood and residential care for high risk youth.
4.	Evaluator	Per EDGAR guidelines, ESC 13 will hold a request for qualifications bid process to select the evaluator. Experience evaluating 21 st CCLC programs and an advanced degree will be minimum requirements.

Part 2: Milestones and Timeline. Summarize the major objectives of the planned project, along with defined milestones and projected timelines. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Objective	Milestone	Begin Activity	End Activity
1	By May 2019, 80% of all students will pass all sections of STAAR/EOC testing at all campuses.	1 Train campus staff on intentional activity design	08/01/2016	09/06/2016
		2 Form Community Task Force to ensure sustainability	08/01/2016	12/01/2016
		3 Offer tutorials, homework assistance, learning activities	09/06/2016	07/14/2017
		4 Offer intensive summer camp training in core subjects	06/01/2017	07/14/2017
		5 Conduct Parent University sessions on core subjects	09/06/2016	07/14/2017
2	By May 2019, the attendance rates for each campus will increase to 98.5% as measured by the average daily attendance rate.	1 Train campus staff on youth protective factors	08/01/2016	09/06/2016
		2 Site coordinators to serve on Rtl teams	09/06/2016	05/19/2017
		3 Offer career exploration programs for PK-12 students	09/06/2016	07/14/2017
		4 Offer high interest summer enrichment programs	06/01/2017	07/14/2017
		5 Conduct Parent University sessions on the importance of regular attendance and health/wellness	09/06/2016	07/14/2017
3	By May 2019, the number of behavioral referrals for each campus will decrease by 10% as measured PEIMS data.	1 Train campus staff on improving prosocial relationships	08/01/2016	09/06/2016
		2 Offer support groups for students with behavior issues	09/06/2016	07/14/2017
		3 Offer social skills training classes	09/06/2016	07/14/2017
		4 Link with community organizations offering services	10/01/2016	07/14/2017
		5 Conduct Parent University sessions on mental health	09/06/2016	07/14/2017
4	By May 2019, the promotion rate will increase to 99% as measured PEIMS data.	1 Train campus staff on student retainment	08/01/2016	09/06/2016
		2 Increase access to library and campus technology	09/06/2016	07/14/2017
		3 Offer sessions on Critical Thinking Skills	09/06/2016	07/14/2017
		4 Site coordinators to serve on Rtl teams	09/06/2016	05/19/2017
		5 Conduct Parent University sessions on mental health	09/06/2016	07/14/2017
5	By May 2019, the number of students graduating in a timely manner will increase to 95% as measured PEIMS data.	1 Train secondary campus staff on dropout prevention	08/01/2016	09/06/2016
		2 Offer a range of career training for secondary students	09/06/2016	07/14/2017
		3 Provide college exploration and readiness activities	09/06/2016	07/14/2017
		4 Site coordinators to serve on Rtl teams	09/06/2016	05/19/2017
		5 Conduct Parent University sessions	09/06/2016	07/14/2017

Unless pre-award costs are specifically approved by TEA, grant funds will be used to pay only for activities occurring between the beginning and ending dates of the grant, as specified on the Notice of Grant Award.

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Schedule #14—Management Plan (cont.)

County-district number or vendor ID: 227-950

Amendment # (for amendments only):

Part 3: Feedback and Continuous Improvement. Describe the process and procedures your organization currently has in place for monitoring the attainment of goals and objectives. Include a description of how the plan for attaining goals and objectives is adjusted when necessary and how changes are communicated to administrative staff, teachers, students, parents, and members of the community. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The CTAC Project Director and Family Engagement Specialist will use established procedures for conducting **regular and frequent communication** with project stakeholders about the progress of the grant and about the challenges encountered in the implementation of grant activities. **The implementation will be monitored using a multi-prong approach with observations by various team members to ensure fidelity with the program model.** The site coordinator will observe activities on a daily basis. Each principal will walk through and evaluate the program no less than once per week. The Project Director and Family Engagement Specialist will observe activities at a minimum of once per month. The External Evaluator will observe the activities at least once each semester and once during the summer. CTAC personnel will receive individualized feedback on these observations. The Project Director will ensure that all program activities are carried out according to grant guidelines and coordinator with district and campus leaders if there are issues with implementation. After the conclusion of each semester, each Site Coordinator, Principal and designated district leader will attend a training session led by the External Evaluator. This training will highlight the semester outputs and outcomes. Each campus team will document these adjustments by modifying the Center Plan. Additionally, CTAC will utilize the External Evaluator to continuously monitor and evaluate the extent to which the program is being implemented as designed (through process evaluation) and the quality of effectiveness of the program (via outcome evaluation). Using research findings of effective after school programs, the External Evaluator will identify the key characteristics of an effective after school program and provide assessments and recommendations for program improvements based on those characteristics. The Project Director will solicit continuous feedback from various stakeholders and will utilize that feedback to make modifications in the program for the purpose of improvement. The results of the evaluation will be posted on the ESC 13 and partner district websites to share with parents and the community at-large. Each district will communicate with local media to share the successes and challenges with the program once per year.

Part 4: Sustainability and Commitment. Describe any existing or planned efforts that are similar or related to this proposal. How will the applicant coordinate with these efforts toward maximizing the effectiveness of grant funds and build sustainability over time? How will you build long-term support and commitment from partners in these efforts and other partners over time? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Currently, CTAC schools and communities have no viable alternatives for comprehensive OST programs. Each center will continue the CTAC Community Advisory Task Force (CATF). Task Force members will be no less than 50% family members of students enrolled in the program and will include civic leaders, educators, representatives of community organizations and volunteers. The Task Force will draw on key program advocates to develop strategies to support a sustainability plan and actualize the process. To ensure that the program would continue after the grant period, the Task Force and participating campus and district administrators will actively begin to research and identify funding sources to sustain the program over the long term, make better use of existing resources and partnerships and maximize federal, state, and local revenue. A key component of this program will be a sliding scale for a fee-based program, so that parents can contribute to the sustainability of the program. Here is an overview of activities for each Task Force.

Year 1 Strategies:

- Develop a Center-specific plan.
- Partner with local and regional media to educate the community.
- Engage and partner with parents to advocate for the ACE Program with local government leaders, the school board and community leaders.

Year 2 Strategies:

- Share Year 1 outcomes with all stakeholders.
- Increase community partners, volunteers and research funding alternatives.

Year 3 Strategies:

- Continue strategies from Years 1 and 2 as appropriate.
- Identify return on investment for funds through business plan.
- Partner with non-ACE funded stakeholders to solicit grants, foundation funds and in-kind resources.

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Schedule #15—Project EvaluationCounty-district number or vendor ID: **227-950**

Amendment # (for amendments only):

Part 1: Evaluation Design. List the research methods and processes you will use on an ongoing basis to examine the effectiveness of project strategies, including the indicators of program accomplishment that are associated with each. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Evaluation Method/Process	Associated Indicator of Accomplishment	
1.	Phase 1: Preparation	1.	Assemble stakeholder team (Campus, Grant and Community membership)
		2.	Hire a Qualified local evaluator
		3.	Review and approve the Evaluation Strategy
2.	Phase 2: Planning	1.	Develop a Logic Model
		2.	Develop and Evaluation Plan
		3.	Identify Data sources and collection methods
3.	Phase 3: Implementation	1.	Prepare evaluations tools and methods
		2.	Collect Data: Qualitative and Quantitative
		3.	Data analysis and interpretation
4.	Phase 4: Reporting	1.	Interim Reports
		2.	Local evaluation/SC Reports reports
		3.	Prepare final report
5.	Phase 5: Using results and disseminations	1.	Conduct stakeholder meetings
		2.	Communicate results to schools, advisory committee, parents, and media
		3.	Disseminate to TEA and other 21 st CCLC entities

Part 2: Data Collection and Problem Correction. Describe the processes for collecting data that are included in the evaluation design, including program-level data such as program activities and the number of participants served, and student-level academic data, including achievement results and attendance data. How will findings be used to refine, improve, and strengthen the program? How will findings be made available to the public? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Descriptive Grant Level Data: Student and Campus Level Data: Attendance by Activity, Demographic data, Report card data, test scores, Discipline data, attendance data, teacher survey data, Campus CIP, Enrollment data, TAPR
Descriptive Grant Level data: Needs Assessment data, District CIP, Free/Reduced Lunch, Student Achievement
Achievement data: AEIS, STAAR, PEIMS, Pre- and Post-tests, Online Instruction, CIP
Surveys: Teacher, staff, parent and students

Evaluation of CTAC will be conducted by an independent external evaluator with expertise in 21st CCLC program. Through quarterly visits the external evaluator will assess program progress and provide oral and written feedback. Continual input from the various stakeholders will ensure quality in all activities and outcomes. The evaluator will conduct formative and summative evaluation based on the process outlined in PRIME Blueprint for Texas ACE. Evaluation will focus on assessing whether or not the activities are being implemented as planned to achieve grant goals and objective by incorporating CAN and utilizing program and district level data. The **external evaluator** will utilize formal and informal evaluation methods to assess program effectiveness, including pre/post-test surveys; online Likert-type scale surveys directed at students, staff and parents. A variety of methods will be used to gather both qualitative and quantitative data for the formative and summative evaluation (in compliance with FERPA) to assess the impact of program activities including number of participants, student attendance and student behavior data. The Evaluation Committee will use **expenditure reports, evaluation results and other data to identify and correct problems throughout the life of the project.** The intent of ongoing formative evaluation will be to assess the impact of project activities and provide information to improve the project. These strategies will include measurement of gains in student achievement of knowledge and skills, attendance data, as well as evidence of program impact on all stakeholders and objective performance measures that are clearly related to the intended outcome of the project. The grant team, with assistance from the external evaluator, will be charged with directing this process and will collect and analyze data obtained from before and after school activities and STAAR scores and report findings to the district and campus leaders. The Program Director will share formative data in monthly briefings made available to the district leadership, Community Advisory Task Force, Principals, and the public utilizing FES and district website. Program staff will make sure the evaluator's suggestions and recommendations are implemented in a timely manner to refine, improve and strengthen the program.

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Schedule #16—Responses to Statutory RequirementsCounty-district number or vendor ID: **227-950**

Amendment # (for amendments only):

Statutory Requirement 1: Describe the activities to be funded. Specifically explain the supplemental nature of the activities. Include a description of how students participating in the program will travel safely to and from the center and home. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Before school: Students will have an opportunity to complete homework assignments with help from school personnel, will have access to the computer lab and/or library to finish assignments, and will use skill building computer programs. Selected campuses will offer tutorials during the morning hour to intervene with students struggling to grasp key concepts.

After-school: Students will transition from the school day and have a nutritious snack. The first hour will focus on academics, which includes TEKS-aligned tutorials, homework assistance or academic enrichment activities to reinforce school day curricular learning. During the second hour students will have a range of TEKS aligned enrichment activities to choose from, including arts, social/emotional learning, counseling groups, physical fitness, service-learning, technology skill building, and career-oriented enrichment.

Parent activities: Adult classes will be offered weekly and will include parenting classes, English proficiency, wellness and technology classes. Several times per month, each center will offer family literacy and enrichment programs, named Parent University, where adults can improve their knowledge, skills and abilities. Career training for targeted parents will be offered at each center at least once per year.

Summer Program: Early morning sessions will focus on academic acceleration, hands-on learning and TEKS-related skill building. The late morning/afternoon portions of the program will include high-interest TEKS-aligned enrichment activities, including fine arts, physical fitness/wellness, in-depth service-learning programs, technology training and social/emotional learning opportunities.

Safe Travel: Every student's registration form will designate the student's transportation plan (as described by the parent) and provide multiple adult contact numbers in case of a transportation problem. Each site coordinator will be responsible for arranging each student's safe travel to and from the center and home including parent pick-up, walk/bike rider with parent permission and bussing on designated routes. Any person other than a child's parents will be required to present photo identification before being allowed to leave with the child.

Supplement Not Supplant: None of these activities are provided by the schools or school districts. Due to severe financial restraints, there are no local funds available to offer these activities. These activities will build upon existing school programs and clubs currently provided by school district resources.

Statutory Requirement 2: Describe how the eligible entity will disseminate information about the community learning center, including its location, to the community in a manner that is understandable and accessible. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Upon receiving the notice of grant award, **local and regional media will receive a press release** about the CTAC project and will be invited to a kick-off event. As having a positive relationship with the media is a key component to sustainability, the media will be invited to events regularly in each community and will be invited to serve on the Community Advisory Task Force. Site Coordinators will identify CTAC collaborators to write articles and editorials, participate in interviews, and represent CTAC in each community. Students will use technology skills mastered in college and career readiness activities to create videos, podcasts and other dissemination tools. Students will give presentations to the school board and civic groups describing their out of school time achievements. Students will use social media to share information with appropriate staff supervision.

The Project Director, Family Engagement Specialist and Program Assistant will use **Promo Center resources** on mytexasace.org and PRIME Blueprint dissemination strategies to work with each of the four communities. These print, social media, web-based and PowerPoint presentations will be developed with local stakeholders to disseminate information about CTAC/ACE. For example, ESC 13 and ACC will create a Facebook page that may be followed for real time updates. This site will highlight program activities and achievements. Letters, flyers, posters, brochures and other printed materials will be created for each community in accessible formats for the visually impaired. Each district will have a designated web page for the ACE programs. **All resources will be created in English and Spanish** to meet the language needs of parents in the four CTAC communities. Sign language interpreters will be available on request for community events. A regional initiative featuring all campuses will support these local efforts. One example is **Lights on After School**, which draws attention to the work of after school programs nationwide. CTAC will also be a partner in the **Central Texas Afterschool Network (CTAN)**, which hosts many events that increase awareness of afterschool issues.

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 227-950

Amendment # (for amendments only):

Statutory Requirement 3: Describe how the proposed activities are expected to improve campus and student academic achievement, as well as overall student success. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The Site Coordinator will work with campus administrators and faculty to understand the academic needs of each student and will create intentional academic and enrichment activities to address gaps in learning. Students who need additional assistance to succeed in class will receive small group tutoring directly aligned with classroom instruction, ensuring that all students are on task and that all activities are appropriate and relevant. All instruction will be aligned to the TEKS and designed to directly support classroom instruction. This will be accomplished through the following research-based strategies (SEDL AfterSchool Toolkit):

- Develop thoughtful, fun, and accessible activities that use higher order learning skills of Bloom's Taxonomy, such as analysis, evaluation, and creativity.
- Survey and build on students' interests, with input from campus administrators and teachers, to maximize student voice and choice.
- Motivate and engage all students to participate through Positive Behavior Interventions and Supports used by faculty.
- Connect to grade-level benchmarks, standards, and the school-day curriculum to increase achievement.
- Provide real-world activities that connect to the broader community, including integration of technology.
- Provide effective tutoring and differentiated instruction for all skill levels and homework assistance.
- Plan activities that engage students and enhance skills across the curriculum.
- Provide staff training and professional development.
- Host Parent University events developed to demonstrate how parents can support student academic achievement.

CTAC will ensure that activities link with the regular school day by working directly with teachers. All curricula will be evidence-based and linked with TEKS. CTAC will promote a "whole child" philosophy: balancing engaging activities with rigorous academic content.

Statutory Requirement 4: Identify the federal, state, and local programs that will be coordinated with the proposed program and explain how the proposed coordination makes the most effective use of public resources. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Federal, state, and local programs will be combined or coordinated with the proposed program to make the most effective use of public resources. 21st CCLC funds will supplement district efforts to increase academic performance levels, increase attendance rates, provide tutoring for at-risk student populations, and decrease drop-out rates. Our goal is to increase interventions currently offered or start new initiatives to meet the needs of our students in at-risk situations in the community. **Both ESC 13 and ACC have access to resources from many federal, state, and local organizations that facilitate learning and student support programs (from Core Academics, Special Education Services, Health/Nutrition Services and College and Career Readiness). Other funds to be leveraged include:**

- Local and state revenue to provide district and campus administrator time spent on implementing, managing and evaluating ACE program and personnel (estimated at \$8,000 per campus per year).
- Local revenue to pay for facilities and overhead costs for each campus (estimated at \$16,000 per campus per year).
- ESC 13 and ACC will provide training and technical assistance to ACE program personnel at partner schools on behavioral interventions, college and career readiness, child nutrition, best practices in tutoring and curriculum alignment and other training needs (estimated at \$13,000 per year).
- Title I revenue used to pay for curriculum and tutoring during out of school time (estimated at \$3,000 per campus).
- Partnership with Communities in Schools at Comal ISD campuses to provide education, wellness and counseling during ACE program time (estimated at \$2,000 per campus for three campuses).
- Master's Programs with the University of Texas and Texas State University Schools of Social Work, to provide social work interns at designated campus (\$6,000 per semester per campus).
- Local faith and community organizations will provide volunteers to assist with program activities (\$10,000 per year).

Conservatively, **these leveraged funds for the first year of the project are estimated to total \$327,000.** It is anticipated that this amount will increase by 20% in year two of the program and 50% by year three.

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 227-950

Amendment # (for amendments only):

Statutory Requirement 5: Describe how the activities will meet the measures of effectiveness described in the authorizing statute. Specifically describe: 1) how the proposed activities are based on an objective set of measures designed to increase high-quality academic enrichment opportunities; 2) references to evidence-based research that supports the design of the program or activity; and 3) a summary of the plan to collect local data for continuous assessment and local program evaluation. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

i. Need Based Design: In February 2016, ESC 13 completed a Comprehensive Needs Assessment to determine the communities in greatest need for out-of-school time programs in Central Texas. Documents reviewed during this process included US Census the Central Texas' Community Advancement Network's annual report and CAN Community Network Dashboard Report, which highlights needs and challenges in education, crime, workforce, basic needs, housing, health, wellness, nutrition and homelessness. Additionally, the School District and Campus Improvement Plans were reviewed. More than 900 survey responses were received from community stakeholders, school faculty, parents and students. This data enabled ESC 13 to select communities with high levels of poverty, low performing schools, and highly limited access to OST programs, especially for low-income or working families. ESC 13 will continue to analyze campus-level data, student-level deficiencies, and student voice and choice feedback to identify gaps of unmet student needs and develop effective strategies to address those gaps. Site Coordinators will collect survey, PEIMS, grade and promotion data for each Center. Finally, focus groups were conducted with students and family members to ascertain what activities would be most impactful to them.

ii. Performance Measurement: CTAC programs are based upon the goals and performance measures established by TEA which will provide high-quality academic enrichment opportunities with the following outcomes:

- Academic Performance: By May 2019, 80% of all students will pass all sections of STAAR/EOC testing at all campuses.
- Attendance: By May 2019, the attendance rates for each campus will increase to 98.5% as measured by the average daily attendance rate.
- Behavior: By May 2019, the number of behavioral referrals for each campus will decrease by 10% as measured PEIMS data.
- Promotion Rates: By May 2019, the promotion rate will increase to 99% as measured PEIMS data.
- Graduation Rates: By May 2019, the number of students graduating in a timely manner will increase to 95% as measured PEIMS data.

iii. Researched Based: Scientifically based research supports the following activities to help students achieve academic standards:

As part of planning for this project, ESC 13 and ACC staff reviewed relevant research regarding OST programs. The Project Director, Ms. Rosen, participated in creating the Texas Standards for High Quality Afterschool, Summer and Expanded Learning Programs with statewide partners from the Texas Partnership for Out of School Time (TXPOST). The document and assessment tool for OST programs served to guide the planning process for this proposal and is based on national best practice data.

Other research consulted includes Mannes, et al (2005) writes about developmental asset in at-risk youth. In his article "Unleashing the power of community to strengthen the well-being of children, youth, and families: An asset-building approach." Mannes details the importance of a rich and diverse community linkage to students that are isolated by geography, poverty and family dynamics. Regarding family engagement, the recent work of Dr. Joyce Epstein at John Hopkins was reviewed and integrated into the project plan. Her 2011 work, "School, family, and community partnerships: Preparing educators and improving schools" was instrumental in developing the work plan and strategies by the Family Engagement Specialists. Likewise, her 2012 work on cultural competency, Multicultural Partnerships: Involve All Families serves at the basic for training provided by ESC 13 personnel.

Additionally, several other studies were consulted regarding specific curriculum and activity planning: McLaughlin (2002), discusses how afterschool programs are effective intentional learning environments when they are youth-centered, knowledge based and assessment focused. Small group tutoring by qualified teachers for secondary students is supported by research conducted by the National Dropout Prevention Center (2005). Sprick (2009) has researched behavioral Response to Intervention strategies and laid a clear framework for incorporating these strategies into the CTAC program. His research supports having each Site Coordinator served on the campus RtI team.

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 227-950

Amendment # (for amendments only):

Statutory Requirement 6: Describe the partnership between local educational agencies, community-based organizations, and other public or private entities in carrying out the proposed program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

☒ **Check this box IF you are applying for priority points** for submitting this application jointly with eligible entities consisting of not less than one local education agency receiving funds under Part A of Title I and another eligible entity.

☐ **Check this box only IF you did not check the box above AND you are requesting that TEA provide the same priority points** because of the applicant's inability to partner with a CBO within reasonable geographic proximity and of sufficient quality to meet the requirements of the grant.

ESC 13 and Austin Community College (ACC) have agreed to be co-applicants in CTAC for Cycle 9. This continues an effective partnership which began in 2011. The co-applicants will be partnering with Smithville ISD, Rockdale ISD, Bartlett ISD, Texas Empowerment Academy Charter Schools, Katherine Anne Porter School, and San Juan Diego Catholic High School to provide ACE services at the 12 targeted campuses at 10 centers. As exemplified by the current partnership for Cycle 7, the co-applicants have a long-standing, multi-faceted relationship to provide a PK-16 continuum of education in the Central Texas region. ACC currently works with partner school districts to provide dual credit to high school students, college and career readiness presentations, financial aid workshops, certification programs and summer programs for K-12 students and their parents. ESC 13 will provide administrative and leadership support for this collaboration, including fiduciary oversight and management as the fiscal agent for this collaboration; will arrange and schedule meetings, webinars, and trainings; and will ensure that all administrative and statutory requirements are met. ESC 13 will provide all training, meeting space, professional development and resource materials to program partners.

ACC will provide a full-time Family Engagement Specialist to serve all schools and communities in the collaboration, will provide evidence-based training to ACE staff to ensure effective parent training and adult education, will facilitate successful family engagement strategies at all sites, and will support and work collaboratively with the school-community in the partnership. Additionally, ACC will continue to provide their college preparation and readiness outreach resources and events as well as continuing education opportunities for families and resources directly to the school campuses. ACC will share college and career readiness information with campuses and will offer on-site continuing education courses or instructors for parents. These offerings will be a direct result of a needs assessments completed by parents.

Priority Points: ESC 13 and ACC have signed a Memorandum of Understanding for Cycle 9 (see Attachment A). There is a current contract between these co-applicants for Cycle 7 that will be amended to include the new scope of work, if awarded. All local school districts will work with ACC for family engagement, college and career readiness activities and secondary schools will work with ACC for dual credit programs.

Diverse Community Partners: There are 57 other community organizations and agencies providing support services to CTAC schools. These include the Boys/Girls Club of Austin, local businesses, chambers of commerce, civic organizations, faith communities, public agencies, local newspapers, radio stations, local artists and volunteer groups. These community partners provide a range of services including:

- Teachers and assistants for OST classes
- Service-learning and other volunteer opportunities for students and families
- Food and beverage for student and family events
- Donations of cash and in-kind materials for program operations
- Expertise in technology, business and environmental conservation
- Physical fitness equipment and class instruction
- Mental health counseling, lectures and resource materials
- Nutrition and wellness lectures
- Corporate internship training

Students participating in CTAC become involved in community and civic events that they would otherwise not have access to. They gain valuable college and career knowledge and increase their connection to the greater community.

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Schedule #16—Responses to Statutory Requirements (cont.)County-district number or vendor ID: **227-950**

Amendment # (for amendments only):

Statutory Requirement 7: Based on the community needs assessment in Schedule #13, provide a summary of available resources for each proposed community learning center. Describe how the program proposed to be carried out in the center will address the needs identified through the assessment/evaluation process. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

In February 2016, ESC 13 and ACC implemented a Comprehensive Needs Assessment to determine the communities in greatest need for OST programs in Central Texas. Documents reviewed during this process included the findings from the Central Texas Community Advancement Network, TEA District and School performance data, as well as District and Campus Improvement Plans. **Data from the this analysis demonstrated that the partner schools have high populations of students with academic need, high need for student behavioral interventions, increasing populations of economically disadvantaged students, and low parent engagement in schools.** Three of the partner schools are identified as Improvement Required in the 2014-15 TEA Accountability rating system. The needs assessment results also indicated there was limited, or no, access to OST programs in these communities, especially for low-income and working families. CTAC followed the PRIME Blueprint best-practice to develop a logic model and related activities, with the following results:

High Level of Academic Challenges: The school districts and campuses will provide facility space, curricula, and certified teachers to conduct the intensive-TEKS aligned tutorials, homework help and enrichment programs. The school-day and CTAC OST activities are 100% aligned, as the school day staff provides the certified teachers. The schools will also provide the vast majority of computer hardware and computer software to build skills in core academic areas. This computer-assisted learning targets individual students who show deficits on benchmark testing. The schools also provide access to the library and computer labs to assist with homework completion. Parent engagement opportunities will strengthen homework completed under the family's supervision and increase connection between home life and school personnel.

Increasing Behavior Referrals: The district and individual campuses will provide counselors and access to counseling curricula used during the school day. Posters, books and video tapes used as a part of the guidance curriculum will be offered during OST, based on the needs of students in the CTAC programs. Bluebonnet Trails Community Services, the mental health authority for Central Texas, and the school district will provide research-based small group interventions, led by community behavioral health practitioners and school counselors, to address at-risk behaviors. Family classes proposed include mental health, wellness and discipline-related topics to reduce behavioral concerns.

High Levels of Poverty: School districts currently provide free meals during the school day and will add USDA funded afterschool snacks during days that CTAC operates. Likewise, all eligible sites will become USDA Summer Feeding Sites to provide breakfast and lunch, not just to CTAC students, but to all children and youth ages 0-18 in the community. Community partners will generously donate backpacks, school supplies, art supplies, clothes and shoes to CTAC students. These partners also will assist with FAFSA applications for college-bound high school students, to maximize the post-secondary education opportunities. ACC will provide career training and certification classes to help families to better support themselves and their children. Individual centers will like with local workforce development centers to for advance skill training and job placement. Finally, as a part of the partnership between CTAC and the school districts, disadvantaged students will have access to safe, dependable bussing for students to/from programs after school and during the summer program.

Lack of Parent Engagement in School: The Family Engagement Specialist will join forces with existing Parent-Teacher groups to discuss ways to engage with families that have not traditionally become involved in their children's education. Ms. Turner will work with these groups to host joint events to marketed to parents of CTAC students. CTAC staff will conduct home visits to the families of those students most in need who have yet to engage with school-day staff. The Parent University Curriculum will partner with community organizations to offer classes on nutrition, skill building, health and wellness, adult literacy, language skills and career training. Each school will use their local community partners and resources to meet identified parent needs.

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Schedule #16—Responses to Statutory Requirements (cont.)County-district number or vendor ID: **227-950**

Amendment # (for amendments only):

Statutory Requirement 8: Demonstrate how the applicant will use best practices, including research or evidence-based practices, to provide educational and related activities that will complement and enhance academic performance, achievement, postsecondary and workforce preparation, and positive youth development of the students. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

CTAC schools implemented the Texas Standards for High Quality Afterschool, Summer and Expanded Learning Programs developed in 2015 by TXPOST and the Texas ACE Blueprint (2016) for the structure of the proposed programs. These documents and assessment tools for OST programs served to guide the planning process for this proposal and are based on national best practice data.

For intensive, TEKS-aligned tutorials, ESC 13 relies on the University of Kansas Strategic Tutoring – The Strategic Instructional Model (Hook et. al 2001). With Strategic Tutoring, a tutor not only helps a student complete and understand an immediate assignment but also teaches the student strategies required to complete similar tasks independently in the future. The primary focus is on teaching skills and strategies that support learner independence. Research results showed that students in strategic tutoring improved their achievement test scores in reading comprehension, written expression, and basic math skills. On average, their grade-level achievement scores increased by 10 months during a four-month instructional period. In contrast, students in a comparison group without the strategic tutoring instruction experienced a mean gain of only 3.5 months during the same period.

Family Engagement activities will use **The Dual Capacity Building Framework for Family-School Partnerships** published by SEDL and the US Department of Education which calls for effective cradle-to-career educational partnerships between home and school. By developing certain process and organizational conditions, our engagement initiatives for adult participants will increase the likelihood of them coming away from a learning experience with, not only new knowledge, but the ability and desire to apply what they have learned. Those initiatives will be: 1. **Linked to Learning:** Initiatives are aligned with school and district achievement goals, and connect families to the teaching and learning goals for the students. 2. **Relational:** A major focus of the initiative is on building respectful and trusting relationships between home and school. 3. **Developmental:** The initiatives focus on building the intellectual, social, and human capital of stakeholders engaged in the program. 4. **Collective/Collaborative:** Learning is conducted in group versus individual settings and is focused on building networks and learning communities. 5. **Interactive:** Participants are given opportunities to test out and apply new skills. Skill mastery requires coaching and practice.

Statutory Requirement 9: If the eligible entity plans to use volunteers in activities carried out through the community learning center, describe how the eligible entity will encourage and use appropriately qualified persons to serve as the volunteers. Specifically address senior volunteers. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Each CTAC center plans to use parent, extended family, and community volunteers in center activities. Many of the family members of students will be recruited to support center service learning projects, collect needed materials, assist with the support and set up for club or special class programs, and act as speakers or instructors to students or other family members on topics in which they are knowledgeable. Parent Interest Surveys will provide information for developing a successful and meaningful volunteer program. Community members from local faith and community organizations will assist the centers by providing meals for family events, becoming homework helpers, mentors, or reading buddies for students, and provide assistance with center projects. Speakers from the local community college Speakers Bureau will offer talks and activities on areas of interest to the families and students. Site Coordinators of CTAC campuses will ensure that volunteers comply with local district policy, including background checks and personal references.

Site Coordinators at CTAC campuses will work to recruit volunteers from retired school personnel, local retirement and senior living facilities and faith based organizations to assist as educational coaches, homework helpers, service-learning partners and community mentors to increase student engagement to the school and community. Grandparents and other senior citizen guardians/family members are encouraged to participate in CTAC volunteer opportunities as well as family literacy functions and district events. Senior citizens will be targeted to also serve as guest speakers for service-learning projects that enhance both the community and the campus climate, to be student reader partners and to assist with gardening and campus beautification projects.

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Schedule #16—Responses to Statutory Requirements (cont.)County-district number or vendor ID: **227-950**

Amendment # (for amendments only):

Statutory Requirement 10: Describe the preliminary plan for how the community learning center will continue after funding under this program ends. Include the strategies and resources that will be employed, individuals and organizations involved, and an annual timeline for implementing the sustainability plan. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

☒ **Check this box IF you are applying for priority points** for local education agency elected board of education written support for sustainability. Letters must represent a majority of the locally elected board and provide a detailed description of the specific challenges the community faces concerning sustainability and how community and board support will assist local efforts to sustain the program over time. **Letters of support with original signatures AND a list of all elected board members, including those that did not sign or submit a letter, must be attached to this application.**

In preparation for this grant ESC 13, ACC, and school district personnel provided information to community members and area organizations regarding the prospective project. Consequently, several organizations responded favorably to participate in and support for the program, including the Lion's Club, higher education entities, Boys and Girls Club of Austin, faith-based organizations, local civic groups and businesses. During these meetings, strategies were identified using the Finance Project Sustainability Planning workbook. The plan for sustainability is as follows:

Year 1 Strategies:

- Establish and refine program activities at the 10 participating centers with fidelity.
- Develop campus-specific sustainability goals in each Center plan.
- Demonstrate statistically significant progress towards goals.
- Partner with local and regional media to educate the community.
- Engage and partner with parents to advocate for the ACE Program with local government leaders, the school board and community leaders.

Year 2 Strategies:

- Continue Year 1 Strategies as appropriate, with the goals of creating community champions for the ACE Program.
- Provide monthly training, including webinars, for Site Coordinators and campus/district leaders on the Legacy Wheel (EDC, 2005) sustainability model.
- Share Year 1 outcomes with all stakeholders.
- Increase program volunteers by 25% from Year 1.

Year 3 Strategies:

- Continue strategies from Years 1 and 2 as appropriate.
- Identify partners from other child-serving agencies to support efforts.
- Hold community meetings to discuss sliding scale fees for services after the grant cycle.
- Identify return on investment for funds through business plan.
- Partner with non-ACE funded stakeholders to solicit grants, foundation funds and in-kind resources.
- Celebrate sustainability successes and communicate via the media and other effective communication channels.
- Increase volunteers by 50% from Year 1

Year 4 and Beyond Strategies

- Implement business plan developed in Year 3.
- Develop sliding scale fee-based structure for each center.
- Create a volunteer liaison at each campus to schedule for volunteers to work in the program.
- Continue social media, newspaper and radio information in each partner community.

Priority Points

Each school district participating in this project has demonstrated unified support and a commitment to continue OST programming after the completion of the grant period. Information on this grant opportunity was presented in February and March 2016 to all six governing boards of partner school districts and the ESC 13 Board. The vast majority of board members of all seven boards submitted letters of support detailing specific steps to be taken to continue effective grant activities after Cycle 9 funding ends. Only three board members amongst the seven boards did not sign the letters due to their absence from the Board meetings. Please find the attached rosters from each partner school district's governing board and the signed letters of support (Attachment B).

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Schedule #17—Responses to TEA Program RequirementsCounty-district number or vendor ID: **227-950**

Amendment # (for amendments only):

TEA Program Requirement 1: Community Involvement

Describe your plans to seek continuous feedback and involvement from community stakeholders, including the process for creating and engaging a community advisory council in order to increase program awareness, evaluate program effectiveness, and develop annual program and sustainability plans. A description of the planned membership and participating organizations must be provided.

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Schools participating in CTAC cultivated links with community leaders, stakeholders and parents to develop effective programming through meaningful feedback and input. Community meetings, focus groups and surveys will be the primary methods for collecting feedback during program implementation. Current partners include local businesses, faith-based organizations, Communities in Schools, Bluebonnet Trails Community Mental Health, Central Texas Afterschool Network, parent organizations and higher education. Cycle 9 Site Coordinators will mentor new schools in strategies to most effectively combine efforts with community stakeholders to gain true partnership and shared ownership in the CTAC program. Partners targeted for post-award recruitment include Texas Agricultural Extension, county health services, mental health practitioners, local artists and businesses.

Each district/campus currently has a **Community Afterschool Task Force (CATF)**, comprised of educators and administrators from the campus, parents and community members. The CATF for each school will provide feedback on campus initiatives and activities as well as discuss the program plan and ways to improve program operations on a regular basis. Additionally, ESC 13 and ACC will share updates on these projects with their respective leadership boards, groups that are comprised of diverse community leaders. ESC will host a council of Community Afterschool Task Force members quarterly. Two representatives from each CATF will come to learn about overall project progression toward goals and give feedback to the Project Director, Family Engagement Specialist and Site Coordinators.

All collaborating schools, ESC 13 and ACC will work together to effectively promote the CTAC to the community beyond the schools through a number of social marketing efforts. Program staff will issue press releases to local and regional media to introduce the program and share important events. The Site Coordinators and Campus Leaders will work to develop relationships with community leaders to garner support for the program. They will seek to create and enhance partnerships that will sustain the programs beyond the grant period by maximizing community resources to reach common goals. The results of the end of year data and external evaluation will be shared with community leaders, stakeholders and families to emphasize the program's positive impact on students, schools and the communities. Feedback about how to improve outcomes will be solicited from these stakeholders.

The Cycle 7 Collaboration has successfully used local and regional media channels to educate the community about the benefits of out of school time programming. These channels include frequent articles in local newspapers highlighting program activities and service-learning events, website information, podcasts and open house events. Most notably, all centers host community events to celebrate Lights On Afterschool as part of the national initiative. Recently, the Texas Empowerment Academy was featured on the Austin, Texas NBC affiliate to showcase Lights on Afterschool in the Austin area:

<http://kxan.com/2015/10/22/students-thrive-at-texas-empowerment-academys-after-school-program>

Each district will be encouraged to use strategies that maximize information dissemination to parents and community members in a manner that is easy to use, low/no-cost and provides constant updates on activities, events and achievements of the students and the program. Focus group data indicates that many targeted parents use Facebook as a platform for social media. Stakeholders will create district or campus-level Facebook pages to provide ongoing awareness about the ACE Programs and benefits.

Finally, per state and federal guidelines, the annual evaluation will be posted on the ESC 13 and District websites, with a project summary in English and in Spanish highlighting the results of the external evaluation and recommendations for improvement.

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Schedule #17—Responses to TEA Program RequirementsCounty-district number or vendor ID: **227-950**

Amendment # (for amendments only):

TEA Program Requirement 2: Grant Management. Describe your plan to manage the various components of the grant while adhering to all grant requirements and providing high-quality programming for all participants. Specifically describe communication among project staff and the provision of ongoing training and support for all staff. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

ESC 13 and ACC have received numerous federal, state, and private grants to provide services and activities that increase academic achievement and improve behavioral outcomes. **These programs have been administered in full compliance with applicable rules and guidelines. These principles were demonstrated by a 2013-14 TEA audit of 21st CCLC programs conducted with CTAC partners.** Likewise, ESC 13 has passed all Key Task Assessment program review processes with no issues or concerns. The CTAC Cycle 9 project will be managed with the same integrity and commitment to students, families, and schools. ESC 13's management plan is designed to achieve the objectives of the proposed project on time and within budget. Key components of the management plan include:

- Frequent communication via email, phone, webinars and in person to discuss planning and emergent issues.
- Orientation for district personnel, teachers, campus leaders, volunteers and community partners.
- Monthly training for Site Coordinators. In Year 1, the focus will be implementation and quality systems. In Year 2, the focus will be on quality improvement and sustainability strategies. Year 3 will focus on developing and implementing sustainability plans.
- Incorporating program evaluation and quality management into all aspects of program leadership.
- Time sensitive problem solving to troubleshoot and resolve operational issues.
- Consistently employing a collaborative approach to management, giving ownership of the program to each community.
- Data reviews from academic achievement reports, evaluator feedback and PEIMS metrics are held each semester with district and campus leaders, the Site Coordinator, Project Director, ACC Family Engagement Specialist, key community partners and other relevant stakeholders.

As a Project Director with over 26 years' experience in grant management, supervision, budgeting and leadership, **Ms. Willa Rosen will spearhead all CTAC efforts. She has 15 years' experience working on both federal and state 21st CCLC programs.** Her work will ensure that all components are in place, gathering feedback, and offering recommendations for improvements. The Project Director will collect and report feedback from the Center staff, regular classroom teachers, parents, students, community leaders, and community agencies.

Tonda Turner, the ACC representative and Family Engagement Specialist has three years of Texas ACE family engagement experience, plus seven years of family engagement work in Round Rock ISD. **Ms. Turner is the recipient of the 2014 Golden ACE as the top Family Engagement Specialist for Cycle 7.** She is responsible for training program staff at least twice per month (one webinar and one face-to-face meeting).

Additionally, Cycle 7 Collaborators have presented on successful engagement strategies for at-risk youth at the national and state 21st CCLC conferences, as well as National Dropout Prevention Network meetings. The Project Director and Site Coordinators have conferred with other out of school time providers in Central Texas to facilitate implementing similar programs in the region.

ESC 13 is a leader in training, technical assistance and support for school districts in Central Texas. ESC 13 Education Specialists are regularly brought into Site Coordinator and Council of Community Afterschool Task Force meetings to address specific topics. Past trainings include professional development on conducting robotics activities, STEM rocketry classes, improving reading fluency, cultural competency, teaching algebraic concepts to elementary students and integrating science TEKS into physical education. ESC 13 offers a wide-variety of training on behavior training, restorative discipline, and strategies for at-risk students and family engagements. Finally, ESC 13 has partnered with the Central Texas Afterschool Network (CTAN) to provide the Afterschool 101 series of workshops for paraprofessional OST personnel and educators new to teaching in OST programs.

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 227-950		Amendment # (for amendments only):	
TEA Program Requirement 3: Center Operation Requirements			
Chart 1: Center and Feeder School Detail- Applicants must complete the following information for each center in this grant application. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.			
Center Number: 1	Center Name: Bartlett Schools, Bartlett ISD		
9 digit campus ID#	014902001	Distance to Fiscal Agent (Miles)	48.7
Grade Levels to be served (PK-12)	PK - 12		
Chart 2: Participants Served. Applicant must set realistic student and adult/ family participant goals. Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met.			
			Total
Number of Regular Students (attending 45 days or more per year) to be served:			110
Number of Adults (parent/ legal guardians only) to be served:			80
Chart 3: Feeder School Information. Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools.			
Campus Name	Feeder School #1	Feeder School #2	Feeder School #3
9 digit Campus ID #			
District Name (if different)			
Distance to Center			
Chart 1: Center and Feeder School Detail- Applicants must complete the following information for each center in this grant application.			
Center Number: 2	Center Name: Rockdale Elementary		
9 digit campus ID#	166904103	Distance to Fiscal Agent (Miles)	52.6
Grade Levels to be served (PK-12)	K-2		
Chart 2: Participants Served. Applicant must set realistic student and adult/ family participant goals. Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met.			
			Total
Number of Regular Students (attending 45 days or more per year) to be served:			85
Number of Adults (parent/ legal guardians only) to be served:			70
Chart 3: Feeder School Information. Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools.			
Campus Name	Feeder School #1	Feeder School #2	Feeder School #3
9 digit Campus ID #			
District Name (if different)			
Distance to Center			

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 227-950		Amendment # (for amendments only):	
TEA Program Requirement 3: Center Operation Requirements			
Chart 1: Center and Feeder School Detail- Applicants must complete the following information for each center in this grant application. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.			
Center Number: 3	Center Name: San Juan Diego Catholic High School		
9 digit campus ID#	None	Distance to Fiscal Agent (Miles)	10.2
Grade Levels to be served (PK-12)	8-12		
Chart 2: Participants Served. Applicant must set realistic student and adult/ family participant goals. Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met.			
			Total
Number of Regular Students (attending 45 days or more per year) to be served:			120
Number of Adults (parent/ legal guardians only) to be served:			100
Chart 3: Feeder School Information. Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools.			
Campus Name	Feeder School #1	Feeder School #2	Feeder School #3
9 digit Campus ID #			
District Name (if different)			
Distance to Center			
Chart 1: Center and Feeder School Detail- Applicants must complete the following information for each center in this grant application.			
Center Number: 4	Center Name: Katherine Anne Porter School		
9 digit campus ID#	105801001	Distance to Fiscal Agent (Miles)	44.6
Grade Levels to be served (PK-12)	09 - 12		
Chart 2: Participants Served. Applicant must set realistic student and adult/ family participant goals. Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met.			
			Total
Number of Regular Students (attending 45 days or more per year) to be served:			80
Number of Adults (parent/ legal guardians only) to be served:			70
Chart 3: Feeder School Information. Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools.			
Campus Name	Feeder School #1	Feeder School #2	Feeder School #3
9 digit Campus ID #			
District Name (if different)			
Distance to Center			

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Amendment # (for amendments only):

TEA Program Requirement 3: Center Operation Requirements

Chart 1: Center and Feeder School Detail- Applicants must complete the following information for each center in this grant application. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Center Number: **5** Center Name: **Rockdale Intermediate School**

9 digit campus ID#	166904103	Distance to Fiscal Agent (Miles)	50.7
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Grade Levels to be served (PK-12)	03-05
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Chart 2: Participants Served. Applicant must set realistic student and adult/ family participant goals. Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met.

TotalNumber of Regular Students (attending 45 days or more per year) to be served: **80**Number of Adults (parent/ legal guardians only) to be served: **60**

Chart 3: Feeder School Information. Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools.

	Feeder School #1	Feeder School #2	Feeder School #3	Feeder School #4
Campus Name				
9 digit Campus ID #				
District Name (if different)				
Distance to Center				

Chart 1: Center and Feeder School Detail- Applicants must complete the following information for each center in this grant application.

Center Number: **6** Center Name: **Rockdale Junior High School**

9 digit campus ID#	166904041	Distance to Fiscal Agent (Miles)	52.6
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Grade Levels to be served (PK-12)	06-08
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Chart 2: Participants Served. Applicant must set realistic student and adult/ family participant goals. Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met.

TotalNumber of Regular Students (attending 45 days or more per year) to be served: **70**Number of Adults (parent/ legal guardians only) to be served: **50**

Chart 3: Feeder School Information. Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools.

	Feeder School #1	Feeder School #2	Feeder School #3	Feeder School #4
Campus Name				
9 digit Campus ID #				
District Name (if different)				
Distance to Center				

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County-district number or vendor ID: 227-950		Amendment # (for amendments only):	
TEA Program Requirement 3: Center Operation Requirements			
Chart 1: Center and Feeder School Detail- Applicants must complete the following information for each center in this grant application. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.			
Center Number: 7	Center Name: Texas Empowerment Academy Elementary		
9 digit campus ID#	227805101	Distance to Fiscal Agent (Miles)	1.4
Grade Levels to be served (PK-12)	K-5		
Chart 2: Participants Served. Applicant must set realistic student and adult/ family participant goals. Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met.			
			Total
Number of Regular Students (attending 45 days or more per year) to be served:		150	
Number of Adults (parent/ legal guardians only) to be served:		100	
Chart 3: Feeder School Information. Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools.			
	Feeder School #1	Feeder School #2	Feeder School #3
Campus Name			
9 digit Campus ID #			
District Name (if different)			
Distance to Center			
Chart 1: Center and Feeder School Detail- Applicants must complete the following information for each center in this grant application.			
Center Number: 8	Center Name: Texas Empowerment Academy Middle School		
9 digit campus ID#	227805041	Distance to Fiscal Agent (Miles)	3.1
Grade Levels to be served (PK-12)	06-09		
Chart 2: Participants Served. Applicant must set realistic student and adult/ family participant goals. Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met.			
			Total
Number of Regular Students (attending 45 days or more per year) to be served:		80	
Number of Adults (parent/ legal guardians only) to be served:		60	
Chart 3: Feeder School Information. Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools.			
	Feeder School #1	Feeder School #2	Feeder School #3
Campus Name			
9 digit Campus ID #			
District Name (if different)			
Distance to Center			

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TEA Program Requirement 3: Center Operation Requirements			
Chart 1: Center and Feeder School Detail- Applicants must complete the following information for each center in this grant application. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.			
Center Number: 9	Center Name: Rockdale High School		
9 digit campus ID#	166904001	Distance to Fiscal Agent (Miles)	52.1
Grade Levels to be served (PK-12)	09-12		
Chart 2: Participants Served. Applicant must set realistic student and adult/ family participant goals. Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met.			
			Total
Number of Regular Students (attending 45 days or more per year) to be served:			125
Number of Adults (parent/ legal guardians only) to be served:			100
Chart 3: Feeder School Information. Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools.			
Campus Name	Feeder School #1	Feeder School #2	Feeder School #3
9 digit Campus ID #			
District Name (if different)			
Distance to Center			
Chart 1: Center and Feeder School Detail- Applicants must complete the following information for each center in this grant application.			
Center Number: 10	Center Name: Smithville Elementary		
9 digit campus ID#	011904101	Distance to Fiscal Agent (Miles)	44.5
Grade Levels to be served (PK-12)	03-05		
Chart 2: Participants Served. Applicant must set realistic student and adult/ family participant goals. Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met.			
			Total
Number of Regular Students (attending 45 days or more per year) to be served:			125
Number of Adults (parent/ legal guardians only) to be served:			100
Chart 3: Feeder School Information. Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools.			
Campus Name	Feeder School #1	Feeder School #2	Feeder School #3
	Brown Primary School	Smithville Junior High School	
9 digit Campus ID #	011904102	011904041	
District Name (if different)			
Distance to Center	1.6	.3	

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 227-950

Amendment # (for amendments only):

TEA Program Requirement 3a: Center Operations, Program Coordination. Describe how the program will coordinate with schoolwide programs under ESEA Section 1114 and state compensatory education programs under Texas Education Code, §29.081. Explain how the program will coordinate to identify and recruit students who are most in need of academic assistance and the plan for retaining those students in the program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

This proposals seeks to serve a minimum of 965 students and 735 adult family members at the ten participating centers. These numbers were derived based on TEASE data attendance reports from the last three years of program operations, filtering for students who had attended at least 45 program days or more. ESC 13 and ACC representatives consulted with participating campus principals, counselors and based on examination of PEIMS and accountability data and as well as the list of students at risk of failure. These numbers were reviewed by the Project Director and Site Coordinators to ensure accuracy and that they would be easily achievable without compromising quality. The number is reasonable, given the program attributes and potential barriers, maintain and provide a lower teacher student ratio, quality and individualized programming.

The CTAC programs will integrate seamlessly with schoolwide programs offered at partner schools. The Site Coordinator will serve on the Response to Intervention (RtI) teams on each campus. This gives the opportunity to offer OST interventions with students who struggle with academics or behavior. The Site Coordinator also increased his/her awareness of the academic data of program participants and increases awareness of OST program interventions for campus faculty. Past experience has shown that the Site Coordinator participation in the RtI team increases continuity between the school day and after-school/summer programs. Likewise, students in Special Education, and who meet the criteria for McKinney Vento Homeless services, will receive priority consideration in enrollment.

Recruitment: CTAC will primarily target Tier II and Tier III students. All CTAC partner campuses are eligible for school-wide programs under section 1114. CTAC will employ a variety of **methods for recruitment:** Letters will be sent home to families of potential participants, home visits, personal meetings and printed materials. Campus and district leaders will reach out by phone or in person to family members and students in order to encourage enrollment of the students identified as being highly at-risk of academic failure. The OST program aims to target students in need of academic assistance at the school facilities, which will begin no later than **September 4, 2016**. Benchmarks, 6-week grades, and TAKS scores will be utilized as a guide to determine target population selection. Upon funding, bilingual flyers will be distributed to children to take to their parents notifying them of the expanded learning opportunities available. School staff will contact parents of eligible students to encourage them to enroll their children in the program. A completed application form will include a parental signature which:

- 1) Gives the student permission to participate
- 2) Documents the parents' commitment to ensure their child attends the after-school sessions
- 3) Gives the authorization to track test scores, grades, absenteeism records and disciplinary logs
- 4) Documents the parent(s) commitment to participating in the family literacy and educational activities
- 5) Indicates if parent(s) would like to volunteer during the after school sessions.

Retention: Research indicates that students with academic challenges need consistent attendance over time to have optimal positive outcomes. Providing a positive, supportive, caring, age-appropriate and safe environment with the students involved in the learning process will be a key factor in ensuring regular attendance. (Foundations.org, 2012). Making participants feel welcome and valued and developing personal connections between OST staff and students improves bonding to school and increases academic performance. Recognition for accomplishments, no matter how small, is important to the success of students, particularly adult learners, and is incorporated into the program design. Appropriate retention strategies will be implemented to ensure that students remain in the program long enough to achieve academic success. **CTAC will address the following factors to ensure retention:** Provide a supportive and safe learning environment, provide appropriate support services to reduce barriers in participation, implement instructional strategies that foster personal growth and self-esteem, recognize the learner's progress, and invite students to participate in the program planning. Students will be provided a variety of services that enhance academic, cultural, social and real life experiences while attending the program. Additionally retention will be addressed by providing support services for families, such as childcare and transportation, to assist with retention and ensure attendance.

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 227-950

Amendment # (for amendments only):

TEA Program Requirement 3b: Center Operations, Staffing and Schedule. Describe and explain the planned operating and staffing schedule for each center. Include total number of weeks and hours per week per center for the regular school year as well as the required six-week minimum summer programming. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The Project Director met with district and campus stakeholders to review the parameters for each segment of the program and the guidelines to have evidence-based practices in the CTAC Program. The educational leaders took these recommendations back to teachers, potential CTAC personnel, site-based committees, parents and students to determine the most effective times to serve at-risk students and their families. Each campus will offer twelve hours of before and after-school programming during the school year. The school year will have a minimum of 31 full weeks of activities and the summer will have six weeks, for a total of 37 weeks. CTAC campuses will have the following schedule:

Fall/Spring: (September 6, 2016 to December 9, 2016 and January 9, 2017 to May 12, 2017): Teachers will report one week prior to the start of each semester for training, professional development and curriculum planning.

Before School: Programming will begin one hour prior to school starting, to accommodate commuting parents who need a safe, secure place for students to stay before school starts. Students will complete assignments and homework with access to school personnel and computer/library resources. Hours are typically 7:00 AM to 8:00 AM but vary by campus. One teacher for every 15 students will be assigned to this time slot.

Afterschool: A minimum of two hours each Monday-Thursday, plus later evening hours to accommodate adult and family education program. Specific campuses will offer similar hours on Fridays by request. Hours are typically 3:30 PM to 5:30 PM, but vary by campus. The teacher ratio will be 1:10 or less for intensive tutoring and 1:15 for enrichment activities.

Weekends: Selected campuses will offer Saturday tutorials and enrichment activities, including monthly special events, family engagement activities and service-learning projects. The staff will correspond to the number of students participating.

Summer Program (June 5, 2017 – July 14, 2017):

At a minimum, the programs will run Monday through Thursday for a minimum of six weeks, for four hours per day, in the morning and early afternoon. The early morning sessions will focus on tutorials and academic skill building, allowing ample time for labs, computer research and intensive interventions. Late morning the focus will be on high-engagement enrichment activities and physical fitness programs. Free lunches will be provided at campuses designated as summer feeding sites. The teacher ratio will be 1:10 or less for intensive tutoring and 1:15 for enrichment activities.

TEA Program Requirement 3c: Center Operations, Safety. Describe the plan for ensuring the safety of all program participants and staff in the program at all times. Include the procedures for sign-in and sign-out for all students at each center and adjunct site. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Each center will align with school day safety and emergency procedures and will practice emergency drills per district procedure. These plans follow guidelines recommended by the Texas School Safety Center. The Site Coordinator will review the campus emergency plans with all personnel prior to the start of each semester. Center personnel who do not work on the campus during the school day will have additional training to ensure knowledge and compliance with campus safety procedures, acknowledging in writing that they have received their training and agree to comply with these procedures. Additionally, the Project Director has written an E-Book on procedures and practices in OST programs during severe weather.

As part of program registration, parents/guardians will designate who is authorized to pick up each student from the program, as well as emergency contact information. This information will be kept in a binder at the campus and on the CTAC Google Documents website, where it can be accessed by the program staff, Project Director and Family Engagement Specialist. Program staff will sign-in students during snack time.

Upon departure, parents who pick up their students will sign them out from a designated location. Students who walk, ride bicycles or take the bus home will be signed out by the Site Coordinator or their designee upon departure. Students riding the bus will be signed out by program staff. These forms will be saved in a CTAC Google Documents folder and can be viewed by the Project Director, Family Engagement Specialist, External Evaluator and designated district and campus leaders.

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 227-950

Amendment # (for amendments only):

TEA Program Requirement 4a: Activity Planning, Alignment and Quality. Describe how the program will align all activities with the school day curriculum, expose students to meaningful academic content that supports mastery of the Texas Essential Knowledge and Skills (TEKS), and provide opportunities for youth to practice skills through engaging and interactive activities. Describe the plan for using evidence-based practices and local data to meet student needs and achieve the desired campus and student outcomes. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Although CTAC communities struggle with high percentages of poverty, the underemployment of residents around the proposed centers reflects a clearer picture of the true needs of families. A large number of students at the ten centers have been identified as living at or below the poverty level and receive free or reduced lunch. Children in these families have few resources to enhance their academic achievement in the home. Many of the parents are poorly educated themselves.

In preparation for this grant, CTAC conducted a comprehensive and systematic needs assessment of the community and selected the schools most in need of out-of-school time services. CTAC held several meetings among district administrators and campus principals, teachers, community organizations, and parents. Cognizant of meeting Principles of Effectiveness, CTAC will ensure that high quality academic enrichment activities support the mastery of the Texas Essential Knowledge and Skills and are aligned with the school day curriculum that are based upon scientifically-based research and best practice that will help students meet the state and local student academic achievement standards. Program participants will be encouraged to attend the full, comprehensive program, and the project will design activities and adopt practices that support regular, sustained participation in order to show maximum academic gains. Efforts will be made to effectively coordinate activities with regular school day calendars and design programs that align with the regular school day curriculum in order to meet the academic needs of the students served. The CTAC centers will provide integrated after school academic tutoring conducted by certified teachers and professional staff in math, science, reading, writing, social studies, and computer literacy, before and after school enrichment programs, weekend and summer activities, club activities, counseling, drug and violence prevention, mentoring, nutrition information, parent and community programs.

Enrichment activities, such as art, physical fitness, carpentry, cooking, computer gaming and drama will all be infused with TEKS-aligned learning. CTAC has amassed lessons plans over the past five years that incorporate grade-level TEKS objectives into highly engaging, hands-on activities. Most students are unaware that they are building problem-solving and social skills during the OST program. One of the critical components of creating these programs is to ensure that students are enjoying themselves and get a sense of accomplishment. In order to retain students, classes that are low interest or have poor student survey feedback will be modified or deleted from the program schedule.

Research has identified attributes and characteristics of afterschool programs that successfully promote positive youth development (Eccles & Appleton; Goodman, Eds., 2002) and academic achievement (Miller, 2003). According to McLaughlin (2002), afterschool programs are effective, intentional learning environments when they are youth-centered, knowledge-centered and assessment-centered. Programs offer learning activities that involve participants in cycles of planning, practice, performance, feedback, and recognition. These attributes have been incorporated into the proposed project via the planned activities. The Project Director will work directly with each district/campus to individualize the specific program and activities based on the needs assessment using the Intentional Planning process. **Intentional Planning** builds TEKS learning into enrichment activities. The Site Coordinator and campus curriculum leaders will use the data analysis and then ascertain the causal factors for these deficit areas. Next, they will use student survey and focus group data to identify unique, high interest activities at each campus. Then, the Site Coordinator and faculty will create unit and lesson plans that incorporate these specific TEKS and learning goals into the student selected activities. Finally, each campus team will evaluate the effectiveness of these lessons and will reflect, report and readjust as a part of continuous quality improvement. This process will happen prior to the start of each semester.

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 227-950

Amendment # (for amendments only):

TEA Program Requirement 4b: Activity Planning, Meeting Student Needs. Describe how the program will ensure that instruction is adaptable to the academic and developmental needs of students, particularly the individual or small-group instruction needs of students, especially focusing on those students who are at risk of academic failure or dropping out of school. Describe the planned staff to student ratios for the proposed sites and activities. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

All twelve schools and six school districts in CTAC have **committed support from district, campus and community leaders**. Their commitment and ownership of implementing ACE Programs is critical to the **seamless alignment between the school day and ACE activities**. Over 80% of CTAC personnel will be hired from certified teachers and paraprofessionals at the home campus.

The Site Coordinators will serve on the administrative team and **Response to Intervention (Rtl) Student Support Team** of each campus. For students struggling to master concepts taught during the day or those who have gaps in their foundational learning, ACE academic classes will provide intensive interventions at the Rtl Tier 2 and Tier 3 levels. The Rtl Student Support Teams will analyze multiple data sources to identify critical needs as the basis for planning activities. Student progress will be monitored through Rtl team meetings. Fluency levels, unit tests, benchmark results, teacher and administrator observations and grades will be used to analyze student performance. Pre-testing and post-testing will be conducted at the start and end of each semester to monitor academic progress. Each of the targeted students will be continuously reviewed through this Rtl process. The Rtl Teams will include the classroom teacher/s, administrators, and other specialists as needed. Given the complicated family situations of many of the targeted students, social, emotional and behavioral supports will be offered in the ACE Program and in the community.

The **intensive tutorials** will use **lesson plans prescribed for the specific TEKS deficits** evidenced in the benchmark and unit testing. These focused tutorials will drill down to specific skills that students are not able to master during school-day instruction and will incorporate a variety of innovative strategies to help students master these skills. The Site Coordinator will develop a library of TEKS-aligned lessons for the TEKS Targeted Clinics, with needs for interventions tailored to the areas where individual students are not demonstrating mastery of the TEKS. Additionally, through the rigorous assessment process, the TEKS Targeted Clinics will remediate learning deficits from earlier grades. CTAC teachers will have access to training on differentiation, scaffolding and creating TEKS Targeted Clinics through the Project Director and ESC 13 personnel. The student ration for these classes will be one teacher for every 5-10 students. Students that are more than two grade levels behind will be in groups of 3-5 per every certified teacher.

Similar to the TEKS Targeted Clinics, **ACE Enrichment Activities** will use the **Intentional Planning** procedure to build in TEKS learning into enrichment activities. The Site Coordinator and campus curriculum leaders will use the data analysis described above and then ascertain the causal factors for these deficit areas. Next, they will use student survey and focus group data to identify unique high interest activities at each campus. Then, the Site Coordinator and faculty will create unit and lessons plans that incorporate these specific TEKS and learning goals into the student selected activities. Finally, each campus team will evaluate the effectiveness of these lessons and reflect, report and readjust as a part of continuous quality improvement. The ratio for these classes will be one teacher to fifteen or less students.

Specific Parent University sessions on improving academic achievement will mirror the scope and sequence for student learning. This will help family members to stay up to date on the topics there students will be taught during the school day and help parents to practice reading and math skills at home and as part of daily life.

The Project Director and ESC 13 personnel will offer professional development on intentional activity planning and design before the program begins in September 2016 and host booster sessions onsite as a part of the monthly site visits to schools. The Project Director will audit lessons plans on a monthly basis to ensure that they are aligned with school district accountability and benchmark data. Site Coordinators and campus leaders will work with teachers to ensure that they can customize the activities to be responsive to student's needs and best accommodate diverse learning styles (visual, auditory, kinesthetic).

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 227-950

Amendment # (for amendments only):

TEA Program Requirement 5a: Family Engagement, Family Engagement Specialist. Describe the role of the required family engagement specialist position in providing families with active and meaningful engagement in their children's education and opportunities for literacy and related educational development. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The Family Engagement Specialist, Ms. Tonda Turner, has more than 25 years of experience working with families and children. Ms. Turner has a detailed understanding of the diverse needs of the families and communities of the unique centers which comprise the Central Texas Afterschool Collaborative. Ms. Turner was awarded the Top Family Engagement Specialist in Texas for Cycle 7 while in her role as FES with CTAC in 2014. As the full-time Family Engagement Specialist employed by Austin Community College, she will guide each center to utilize information from surveys and focus groups to customize their Parent University curriculum. She will oversee the implementation of each Parent University curriculum series which will be made up of high quality and engaging workshops, activities, classes, and programs. Each center's Parent University curriculum series will provide appropriate grade-level and community-makeup options for adult and family literacy, student educational support, college and workforce preparation and readiness, parenting and personal skill building along with opportunities for meaningful parental involvement. Ms. Turner will conduct site monthly site visits and assist all centers in creating and maintaining a warm and welcoming environment with curated resources for families in need. The events and activities planned will include a variety of formats that will appeal to a wide needs and interests of families. She will assist in tracking parent attendance and will assist in measures to attract and encourage attendance from all parents or legal guardians of students in the program. She will assist with some event facilitation and home visits as well.

Ms. Turner will provide training to Site Coordinators and center staff, bringing the most current research and best family engagement practices which includes the Dual Capacity Framework utilized by the U.S. Department of Education to all CTAC centers. She will also assist in locating experts, vendors, and event facilitators to operational each center's Parent University curriculum from each school district, community, and local colleges such as Austin Community College. She will assist in coordinating the provision of workforce certification courses for CTAC centers' parents and students.

TEA Program Requirement 5b: Family Engagement, Program Coordination. Describe how the family engagement specialist will coordinate with the project director and site coordinator(s) to recruit participant families and assist in the coordination of family engagement strategies across all centers. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

In Cycles 4 and 7, this collaboration has met and exceeded all parent participation goals. Ms. Turner has assisted and supported each ACE program in the Cycle 7 collaboration in expanding communication methods with families which has increased personal contact between program staff and parents. She has also fostered activities that connect families to each other, to the program staff, to schools, and to other community institutions. Ms. Turner has brought additional awareness to using strategies that increase cultural competency in communication, expectations and family program offerings. She has ensured the collection of Parent Assessments and worked with each site to bring programs, classes, materials and events to meet stated needs, interests, and individual campus culture. She has provided training and resources to support a welcoming, informative setting for each program. We will continue these successful strategies in the current proposed schools.

We plan to utilize the results of all Parent Assessments to customize a curriculum of Parent University activities, classes, workshops, and events that target the parent populations at each center. Meeting times and dates will also be determined by specific parent feedback. Parents will also asked to commit to participating in center events or classes when enrolling their child. The FES and Site Coordinators will track attendance and follow up with parents that have not met their commitment. For families with multiple barriers, home visits will be offered by the FES and center staff. The Project Director and the FES, through weekly meetings, will maintain up-to-date and responsive strategies to best identify family needs and support effective strategies. Based on the processes developed in the previous collaborations, CTAC leaders anticipate similar or improved results through the use of strategies that may best support participants to maximize meaningful family engagement and involvement in student learning.

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Schedule #17—Responses to TEA Program Requirements (cont.)County-district number or vendor ID: **227-950**

Amendment # (for amendments only):

TEA Program Requirement 5c: Family Engagement, Activities. Describe the types of family engagement activities planned, when/where they will be offered, and the identified student and family needs that the activities address. Describe how the planned activities address the needs of working families; provide parents with opportunities for active and meaningful engagement in their children's education; and provide families with opportunities for literacy and related educational development. Describe additional resources that will be used to provide family engagement activities. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The CTAC serves a range of communities and grade levels. Each community, and the families served by the school and center, have different strengths and needs as evidenced by the Parent Surveys distributed, collected, and analyzed in the Fall of 2015 at each Center. The Family Engagement Specialist (FES) along with the Project Director (PD) and each Site Coordinator (SC) will work together to compile responses from the parent surveys distributed at the beginning of the school year to determine their specific interests, availability, and needs. Those results will be used to develop a unique Parent University curriculum for each center. Each curriculum will provide parents and legal guardians with a minimum of 35 weekly events throughout the year consisting of a combination of interactive classes (individual and series), workshops, advocacy and planning meetings, demonstrations, and events. The center will host family engagement activities. If center facilities are insufficient for certain activity need, community partner facilities will be considered. For example, several centers plan to offer certification courses to some parents that are unemployed or under-employed and there could be a need for a clinical, technical, or special equipment setting. The FES will coordinate with the targeted community partners to secure this.

The Parent University curriculum will be offered during times that are indicated to meet the parents' schedules, many of whom are working outside the home. Scheduled events will be unique to each center based on the stated needs of the parents. Other considerations made for working families include assistance with student homework completion, efforts to provide families with evening refreshments or meals (if provided by community partners), and child care if the children are not taking part in the activity.

Each Parent University curriculum will provide parents with the appropriate supports and resources for Adult Literacy, including language learning, adult basic education, GED preparation, information about community literacy programs. Family Literacy will also be a standard component of the curriculum in which parents and their children participate in activities, clubs, and events to increase awareness of student abilities and the practice of reading in the home. Programs such as Reading Rockets will provide strategies to help families know what is needed to support their children's language and literacy development (Resetar, Noell, & Pellegrin, 2006) and families can receive specific guidance about what to do (Fitton & Gredler, 1996; Sénéchal & Young, 2008). Activities, classes, and events to support Student Educational Development will be offered in a variety of formats that help parents understand what and how their child is learning and how to support the learning at home. Parents will also have access to Parenting Skills resources from evidence based programs such as Parenting Wisely, Love & Logic, or Strengthening Families. All Parent University curriculum series will also offer programs for Personal Skill Development and topics including nutrition, wellness, home and auto maintenance, technology, home economics, etc. will be offered based on parent responses. Additionally, courses that result in a workforce certification will be offered in conjunction with our partner, ACC's Continuing Education department. Other opportunities to learn about career pathways and college preparation will be present in Parent University.

Each Family Engagement program will support parent involvement and meaningful school connections by providing opportunities to assist with center and school events and activities as volunteers, mentors, donors, and advocates. For families with multiple barriers to parent involvement, the FES and SC will offer home visits, using techniques and procedures similar to those from the Parent-Teacher Home Visit Project and the Flamboyant Foundation. The FES will support each center's Parent Information Station, Table, or Center which will post and provide program information, Parent University information, articles and brochures regarding child development, student academic support, and community resources.

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Schedule #18—Equitable Access and Participation				
County-District Number or Vendor ID: 227-950			Amendment number (for amendments only):	
No Barriers				
#	No Barriers	Students	Teachers	Others
000	The applicant assures that no barriers exist to equitable access and participation for any groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Barrier: Gender-Specific Bias				
#	Strategies for Gender-Specific Bias	Students	Teachers	Others
A01	Expand opportunities for historically underrepresented groups to fully participate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A02	Provide staff development on eliminating gender bias	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A03	Ensure strategies and materials used with students do not promote gender bias	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A04	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of gender	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A05	Ensure compliance with the requirements in Title IX of the Education Amendments of 1972, which prohibits discrimination on the basis of gender	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A06	Ensure students and parents are fully informed of their rights and responsibilities with regard to participation in the program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Barrier: Cultural, Linguistic, or Economic Diversity				
#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B01	Provide program information/materials in home language	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B02	Provide interpreter/translator at program activities	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B03	Increase awareness and appreciation of cultural and linguistic diversity through a variety of activities, publications, etc.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B04	Communicate to students, teachers, and other program beneficiaries an appreciation of students' and families' linguistic and cultural backgrounds	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B05	Develop/maintain community involvement/participation in program activities	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B06	Provide staff development on effective teaching strategies for diverse populations	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
B07	Ensure staff development is sensitive to cultural and linguistic differences and communicates an appreciation for diversity	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
B08	Seek technical assistance from education service center, technical assistance center, Title I, Part A school support team, or other provider	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
B09	Provide parenting training	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B10	Provide a parent/family center	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B11	Involve parents from a variety of backgrounds in decision making	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 227-950

Amendment number (for amendments only):

Barrier: Cultural, Linguistic, or Economic Diversity (cont.)

#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B12	Offer "flexible" opportunities for parent involvement including home learning activities and other activities that don't require parents to come to the school	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B13	Provide child care for parents participating in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B14	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B15	Provide adult education, including GED and/or ESL classes, or family literacy program	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B16	Offer computer literacy courses for parents and other program beneficiaries	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B17	Conduct an outreach program for traditionally "hard to reach" parents	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B18	Coordinate with community centers/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B19	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B20	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of race, national origin, and color	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B21	Ensure compliance with the requirements in Title VI of the Civil Rights Act of 1964, which prohibits discrimination on the basis of race, national origin, and color	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B22	Ensure students, teachers, and other program beneficiaries are informed of their rights and responsibilities with regard to participation in the program	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B23	Provide mediation training on a regular basis to assist in resolving disputes and complaints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Gang-Related Activities

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C01	Provide early intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C02	Provide counseling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C04	Provide flexibility in scheduling activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C05	Recruit volunteers to assist in promoting gang-free communities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C06	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C07	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 227-950

Amendment number (for amendments only):

Barrier: Gang-Related Activities (cont.)

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C08	Provide community service programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C09	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C10	Strengthen school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C11	Establish collaborations with law enforcement agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C12	Provide conflict resolution/peer mediation strategies/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C13	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C14	Provide training/information to teachers, school staff, and parents to deal with gang-related issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Drug-Related Activities

#	Strategies for Drug-Related Activities	Students	Teachers	Others
D01	Provide early identification/intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D02	Provide counseling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D04	Recruit volunteers to assist in promoting drug-free schools and communities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D05	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D06	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D07	Provide community service programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D08	Provide comprehensive health education programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D09	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D10	Establish school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D11	Develop/maintain community collaborations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D12	Provide conflict resolution/peer mediation strategies/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D13	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D14	Provide training/information to teachers, school staff, and parents to deal with drug-related issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Visual Impairments

#	Strategies for Visual Impairments	Students	Teachers	Others
E01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E02	Provide program materials/information in Braille	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Barrier: Visual Impairments

#	Strategies for Visual Impairments	Students	Teachers	Others
E03	Provide program materials/information in large type	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E04	Provide program materials/information in digital/audio formats	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E05	Provide staff development on effective teaching strategies for visual impairment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E06	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E07	Format materials/information published on the internet for ADA accessibility	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Hearing Impairments

#	Strategies for Hearing Impairments			
F01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F02	Provide interpreters at program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F03	Provide captioned video material	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F04	Provide program materials and information in visual format	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F05	Use communication technology, such as TDD/relay	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F06	Provide staff development on effective teaching strategies for hearing impairment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F07	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Learning Disabilities

#	Strategies for Learning Disabilities	Students	Teachers	Others
G01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G02	Expand tutorial/mentor programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G03	Provide staff development in identification practices and effective teaching strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G04	Provide training for parents in early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Other Physical Disabilities or Constraints

#	Strategies for Other Physical Disabilities or Constraints	Students	Teachers	Others
H01	Develop and implement a plan to achieve full participation by students with other physical disabilities or constraints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H02	Provide staff development on effective teaching strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H03	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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County-District Number or Vendor ID: 227-950

Amendment number (for amendments only):

Barrier: Inaccessible Physical Structures

#	Strategies for Inaccessible Physical Structures	Students	Teachers	Others
J01	Develop and implement a plan to achieve full participation by students with other physical disabilities/constraints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
J02	Ensure all physical structures are accessible	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
J99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Absenteeism/Truancy

#	Strategies for Absenteeism/Truancy	Students	Teachers	Others
K01	Provide early identification/intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K02	Develop and implement a truancy intervention plan	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K04	Recruit volunteers to assist in promoting school attendance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K05	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K06	Provide before/after school recreational or educational activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K07	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K08	Strengthen school/parent compacts	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K09	Develop/maintain community collaborations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K10	Coordinate with health and social services agencies	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K11	Coordinate with the juvenile justice system	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K12	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: High Mobility Rates

#	Strategies for High Mobility Rates	Students	Teachers	Others
L01	Coordinate with social services agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L02	Establish collaborations with parents of highly mobile families	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L03	Establish/maintain timely record transfer system	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Lack of Support from Parents

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M01	Develop and implement a plan to increase support from parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M02	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Barrier: Lack of Support from Parents (cont.)

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M03	Recruit volunteers to actively participate in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M04	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M05	Establish school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M06	Provide parenting training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M07	Provide a parent/family center	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M08	Provide program materials/information in home language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M09	Involve parents from a variety of backgrounds in school decision making	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M10	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M11	Provide child care for parents participating in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M12	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M13	Provide adult education, including GED and/or ESL classes, or family literacy program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M14	Conduct an outreach program for traditionally "hard to reach" parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M15	Facilitate school health advisory councils four times a year	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Shortage of Qualified Personnel

#	Strategies for Shortage of Qualified Personnel	Students	Teachers	Others
N01	Develop and implement a plan to recruit and retain qualified personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N02	Recruit and retain personnel from a variety of racial, ethnic, and language minority groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N03	Provide mentor program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N04	Provide intern program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N05	Provide an induction program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N06	Provide professional development in a variety of formats for personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N07	Collaborate with colleges/universities with teacher preparation programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Lack of Knowledge Regarding Program Benefits

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P01	Develop and implement a plan to inform program beneficiaries of program activities and benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
P02	Publish newsletter/brochures to inform program beneficiaries of activities and benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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County-District Number or Vendor ID: 227-950

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Barrier: Lack of Knowledge Regarding Program Benefits (cont.)

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P03	Provide announcements to local radio stations, newspapers, and appropriate electronic media about program activities/benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
P99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Lack of Transportation to Program Activities

#	Strategies for Lack of Transportation	Students	Teachers	Others
Q01	Provide transportation for parents and other program beneficiaries to activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q02	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q03	Conduct program activities in community centers and other neighborhood locations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Other Barriers

#	Strategies for Other Barriers	Students	Teachers	Others
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			

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Schedule #19—Private Nonprofit School ParticipationCounty-District Number or Vendor ID: **227-950**

Amendment number (for amendments only):

Part 1: Private Nonprofit School Contacts. This part is required regardless of whether any private nonprofit schools are participating in the program. For *statewide* teacher training programs or *statewide* student instructional programs, refer to the list of private nonprofit school association contacts posted on the [Applying for a Grant](#) page.

Total Nonprofit Schools within BoundaryEnter total number of private nonprofit schools within applicant's boundary (enter "0" if none): **125****Initial Phase Contact Methods**

Required if any nonprofit schools are within boundary: Check the appropriate box below to indicate initial phase contact method.

☐ Certified letter☐ Documented phone calls☐ Meetings☐ Fax☒ Email☐ Other method (specify):**Total Eligible Nonprofit Students within Boundary**Enter total number of eligible private nonprofit students within applicant's boundary (enter "0" if none): **11,000**Check box only if there is no data available to determine the number of eligible students: ☐**Total Nonprofit Participants**Total nonprofit schools participating: **1**Total nonprofit students participating: **158**Total nonprofit teachers participating: **16**No nonprofit schools participating: ☐No nonprofit students participating: ☐No nonprofit teachers participating: ☐

Part 2: Consultation and Services. Remainder of schedule, Parts 2, 3, and 4, are required *only* if private nonprofit schools are participating.

Participant Consultation: Development and Design Phase Consultation Methods

Check the appropriate boxes to indicate development and design phase contact methods.

☐ Certified letter☐ Documented phone calls☒ Meetings☐ Fax☒ Email☐ Other (specify):**Requirements Considered Per No Child Left Behind Act of 2001 (P.L. 107-110), Section 9501 (c)**☒ How children's needs will be identified☒ What services will be offered☒ How, where, and by whom the services will be provided☒ How the services will be academically assessed, and how the results of that assessment will be used to improve those services☒ The size and scope of the equitable services to be provided to the eligible private nonprofit school children, and the proportion of funds that is allocated under subsection (a)(4) for such services☒ The methods or sources of data that are used under subsection (c) and section 1113(c)(1) to determine the number of children from low-income families in participating school attendance areas who attend private nonprofit schools☒ How and when the organization will make decisions about the delivery of services to such children, including a thorough consideration and analysis of the views of the private nonprofit school officials on the provision of services through a contract with potential third-party providers☒ How, if the organization disagrees with the views of the private nonprofit school officials on the provision of services through a contract, the organization will provide in writing to these officials an analysis of the reasons why the organization has chosen not to use a contractor☐ Other (specify):**For TEA Use Only**

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Schedule #19—Private Nonprofit School Participation (cont.)

County-District Number or Vendor ID: 227-950

Amendment number (for amendments only):

Part 3: Services and Benefits Delivery**Designated Places/Sites**
☐ Public school
 ☒ Private nonprofit school
 ☐ Neutral site
☐ Other (specify):**Designated Times**
☐ Regular school day
 ☒ Before school day
 ☒ After school day

☒ Summer vacation
 ☐ Other (specify):
Part 4: Selection Criteria/Activity Timeline

#	Private Nonprofit School Name/ Number of Students and Teachers	Selection Criteria	Major Activities	Activity Begin/ End Date
1	School name: San Juan Diego Catholic High School	School meets Title I Schoolwide Criteria	Tutorials in Core Subject Areas	September 2016
	# of students: 158 # of teachers: 16			July 2017
2	School name: San Juan Diego Catholic High School	School meets Title I Schoolwide Criteria	Corporate Work Internship	September 2016
	# of students: 158 # of teachers: 16			May 2017
3	School name: San Juan Diego Catholic High School	School meets Title I Schoolwide Criteria	Variety of enrichment activities	September 2016
	# of students: 158 # of teachers: 16			July 2017
4	School name: San Juan Diego Catholic High School	School meets Title I Schoolwide Criteria	Family engagement activities	September 2016
	# of students: 158 # of teachers: 16			July 2017
5	School name: San Juan Diego Catholic High School	School meets Title I Schoolwide Criteria	Sports and physical fitness activities	September 2016
	# of students: 158 # of teachers: 16			July 2017

Part 5: Differences in Program Benefits Provided to Public and Private Schools

Select the one appropriate box below.

☒ There are no differences between the program benefits provided to the public school students and the private school students.

☐ There are differences in program benefits to be provided to the public school students and the private school students. (Describe the differences and the reasons for the differences in the space provide below.)

Description of Difference in Benefits		Reason for the Difference in Benefits	
1	No difference in benefits.	1	No difference in benefits.
2		2	
3		3	
4		4	
5		5	

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